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ABSTRACT

This document contains a scope and sequence for the Vocational Family and Consumer Sciences Program in Missouri and a brief report of the project during which they were developed. The scope and sequence consists of these sections: national vision and mission statements; comparison of the two types of programs; overview of vocational family and consumer sciences education in Missouri; implementing a vocational instructional management system; Missouri family occupational analysis chart; subject area occupational analysis chart; family and consumer sciences education program guidelines; taxonomies of approvable courses and classification of instructional programs, Family and Consumer Sciences Education and Occupational Family and Consumer Sciences Education; exploratory/comprehensive course information and student competencies; semester course rationales and student competencies; occupational family and consumer sciences education program guidelines; and occupational course competencies. The four-page report describes how the crosswalk was developed and revised in 1995. The project crosswalked the revised competencies for six semester courses against existing curriculum guides. Plans were made to distribute and explain these crosswalks to teachers via five regional inservice sessions. (YLB)

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ED 404 535

Competency-Based *Scope* and *Sequence*

for Vocational Family and Consumer Sciences

Revised edition

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***Competency-Based Scope and Sequence
for Vocational
Family and Consumer Sciences
Education Programs
in Missouri***

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PREFACE

This *Competency-Based Scope and Sequence for Vocational Family and Consumer Sciences Education Programs in Missouri* reflects the efforts of many individuals associated with these programs, particularly vocational family and consumer sciences educators.

A resolution passed by the American Vocational Association (AVA) in 1992 recognized the family as the first teacher and first setting in which children learn about work: "The labor force is produced and affected by families and there is a relationship between family functioning and work productivity." The resolution urges that there be recognition of the value of a strong family unit and the contribution it makes to the work force and economy. It further states, "The curriculum of all vocational education programs should include appreciation for the inter-relationships of work and family."

Curriculum planning considers the present and future environment of the learner. This guide is designed to assist educators, as curriculum planners, in developing and implementing vocational family and consumer sciences education programs at the local level.

The guide reflects the scope and sequencing of subject matter so that it:

- a. reflects a unified approach to vocational family and consumer sciences,
- b. integrates occupational information,
- c. incorporates concepts and competencies for a well-rounded curriculum and
- d. allows flexibility for tailoring curriculum to specific local needs.

The guide presents an overview of vocational family and consumer sciences programs, including family and consumer sciences education and occupational family and consumer sciences education. Also, it uses the Vocational Instructional Management System to identify the duties, tasks and competencies to be mastered through the designated programs in vocational family and consumer sciences.

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**NATIONAL VISION AND
MISSION STATEMENTS FOR
FAMILY AND CONSUMER SCIENCES EDUCATION**

Vision

Family and consumer sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work and their interrelationships.

Mission Statement

The mission of family and consumer sciences education is to prepare students for family life, work life and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- strengthening the well-being of individuals and families across the life span.
- becoming responsible citizens and leaders in family, community and work settings.
- promoting optimal nutrition and wellness across the life span.
- managing resources to meet the material needs of individuals and families.
- balancing personal, home, family and work lives.
- using critical and creative thinking skills to address problems in diverse family, community and work environments.
- functioning as providers and consumers of goods and services.
- appreciating human worth and accepting responsibility for one's actions and success in family and work life.
- successful life management, employment and career development.

The national vision and mission statements for Family and Consumer Sciences Education were developed by members of the profession and approved at the American Association of Family and Consumer Sciences in June 1994. The work represents initial steps in developing national standards for Family and Consumer Sciences Education.



COMPARISON OF THE TWO TYPES OF PROGRAMS

Family and Consumer Sciences Education

Vocational family and consumer sciences education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse society. The relationship between youth and family is our unique focus.

Total curriculum is broad in scope and content. Increased focus has been placed on strengthening parenting skills; managing the demands of work and family; making wise consumer, health and economic choices; reinforcing and applying academic skills to real-life problems; and maximizing new technologies for personal and societal goals. Curriculum supports entrance into a Tech Prep program.

Skills and competencies taught are essential to all students: males, females, college or immediate employment-bound, disadvantaged, disabled, gifted and other populations.

Responsibility to self, family and society, with personal traits and character development necessary for strengthening personal and family well-being, are stressed.

Leadership development is provided through participation in a Future Homemakers of America (FHA) chapter as an integral part of the instructional program.

The establishment and involvement of a local advisory committee helps to guide and evaluate emphases of the program and create a support network.

Evaluation of course competencies and their contribution to youth and adults as responsible, contributing and productive members of the family, workforce and diverse community are used for program success.

Program Rationale

Curriculum

Student Selection

Emotional & Social Outcomes

Leadership Development FHA/HERO

Advisory Committee

Evaluation

Occupational Family and Consumer Sciences Education

Instructional programs prepare students for paid employment at entry and advanced levels in occupations utilizing family and consumer sciences education knowledge and skills.

Curriculum is based on the job analysis of a specific occupation related to family and consumer sciences knowledge and workplace know-how. Tech Prep programs with postsecondary institutions can provide students with an associate degree or program certificate upon completion of the program.

Students interested in pursuing employment in or relating to a specific occupational cluster, including those interested in pursuing postsecondary education through Tech Prep programs, are encouraged to enroll.

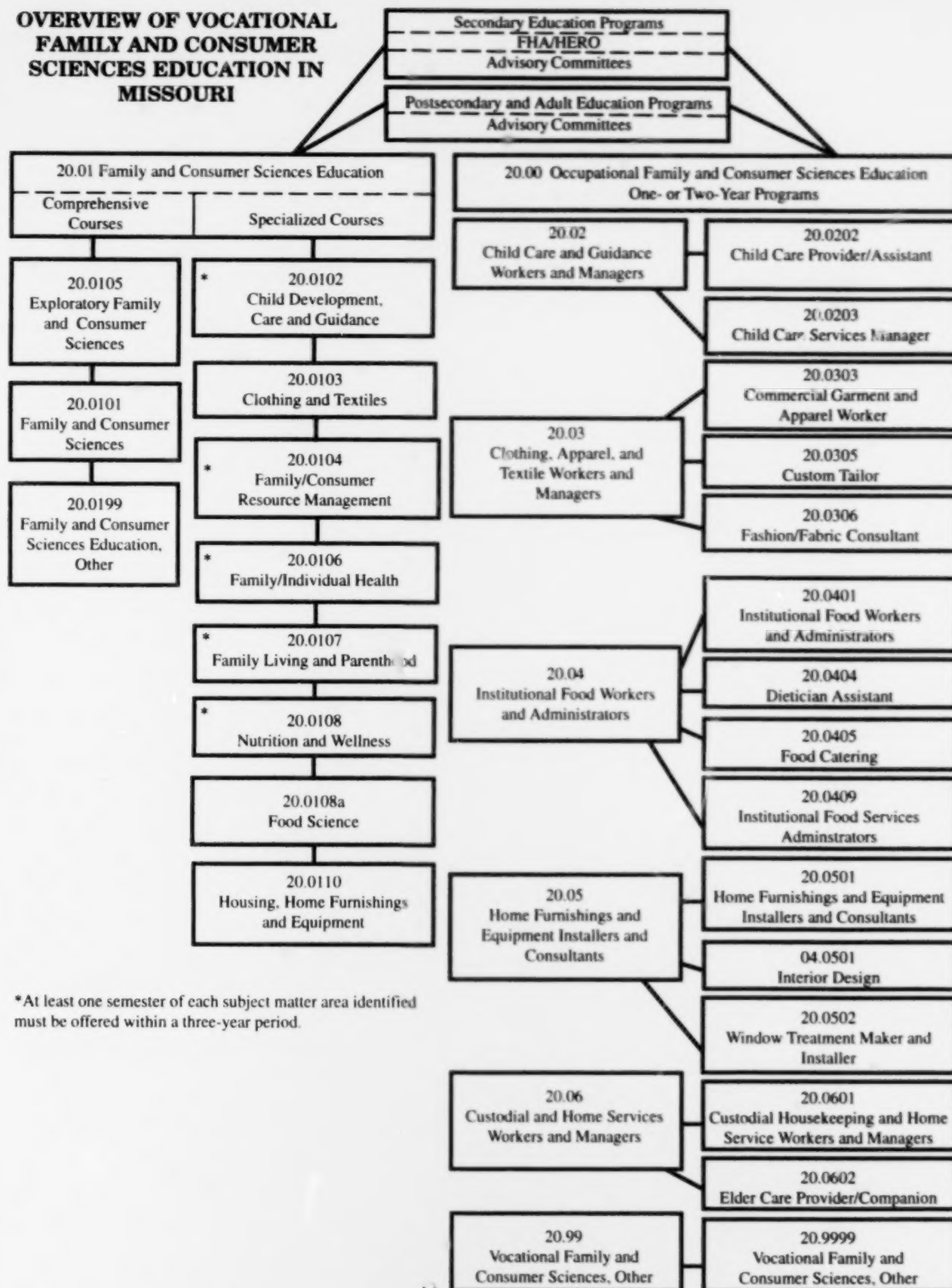
Emphasis is placed on the development of the competencies, foundation skills, and personal traits and characteristics necessary to acquire, maintain and advance in employment, as identified by the U.S. Department of Labor SCANS report.

Leadership development is provided through participation in Family and Consumer Sciences Related Occupations (HERO) chapter as an integral part of the instructional program.

The establishment and involvement of a local advisory committee (comprised of representatives from business and industry related to the program) helps determine available employment, needed job skills, and advises and evaluates specific emphases of the training program.

Successful placement, job performance, and job satisfaction in an occupation related to the training program are keys used for program evaluation.

OVERVIEW OF VOCATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION IN MISSOURI



*At least one semester of each subject matter area identified must be offered within a three-year period.



IMPLEMENTING A VOCATIONAL INSTRUCTIONAL MANAGEMENT SYSTEM

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides administrators, instructors and students with a management framework for effective teaching and learning in classrooms and work settings. The VIMS operates with clearly defined program goals, competencies, performance objectives and evaluation criteria, which will guide students in mastering the essential competencies needed for an occupation.

There are six steps to developing and implementing a Vocational Instructional Management System.

1. Identify Occupational (Program) Goals
2. Prepare an Occupational Analysis or Competency List (Duties and Tasks)
3. Develop Performance Objectives (Knowledge, Skills and Attitudes)
4. Select Instructional Delivery Methods
5. Develop Competency Measures (Written or Performance)
6. Implement a Record-Keeping System

This guide, the *Competency-Based Scope and Sequence for Vocational Family and Consumer Sciences Education Programs in Missouri*, will help family and consumer sciences instructors implement a Vocational Instructional Management System. The following sequence may be taken:

Step 1: Identify Occupational (Program) Goals

- A. Examine the Comparison of Programs and the Overview of Vocational Family and Consumer Sciences Education in Missouri (page 2 and 3) to distinguish family and consumer sciences education programs from occupational family and consumer sciences education programs.
- B. Review Program Guidelines (page 17 or 45) to guide development and management of vocational family and consumer sciences education programs.
- C. Use the Taxonomy of Approvable Courses and Classification of Instructional Programs (page 19 or 46) to identify program codes, titles and descriptions in either family and consumer sciences education or occupational family and consumer sciences education.

The Classification of Instructional Programs (CIP) is a taxonomy for instructional programs developed by the United States Department of Education's Center for Education Statistics. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) specifies the use of CIP in informational surveys in vocational education.

- D. Identify goals for program development and implementation at the local level.

Step 2: Prepare an Occupational Analysis or Competency List (Duties and Tasks)

Family and Consumer Sciences Education

- A. Review the Missouri Family Occupational Analysis Chart (page 8).

The Missouri Family Occupational Analysis, initially developed in 1982 as the Missouri Homemaker Occupational Analysis using the Developing a Curriculum (DACUM) process, defines the duties and tasks necessary to perform the work of the family. Duties are clusters of related tasks involved in performing a job. Tasks are discrete units of work performed by an individual in the completion of an assigned duty.

The duties and tasks were initially validated and ranked according to importance by a cross-section of 100+ Missouri family members. Mean scores indicate the degree of importance of duties (1 = most important; 9 = least important) and tasks (5 = great importance; 1 = no importance). Minor changes were made in the 1995 revision to reflect current needs.

- B. Review the Missouri Family Occupational Analysis Charts (page 9-14), which illustrate duties and tasks most closely associated with the designated subject matter areas and courses.
- C. Review the competency list for each course. These are minimum competencies for student achievement in the designated courses. Local advisory committee input may indicate additional competencies.

Occupational Family and Consumer Sciences Education

- A. Review the competency list, which contains competencies for student achievement in the program.
- B. Adapt, as needed, the competency list for the program. Local advisory committee input may indicate additional competencies.

Step 3: Develop Performance Objectives (Knowledge, Skills and Attitudes)

Family and Consumer Sciences Education

- A. Use the competency lists for courses planned in the Family and Consumer Sciences education curriculum.
- B. Develop student performance objectives by using the three parts--condition, task and criterion--for each competency.

Performance objectives and curriculum guides for specific courses are available through the Instructional Materials Laboratory, University of Missouri-Columbia.

- C. Place the student performance objectives in sequence from least to most complex.

Occupational Family and Consumer Sciences Education

- A. Use the competency list for the program.

- B. Develop student performance objectives by using the three parts--condition, task and criterion--for each competency.

Performance objectives and curriculum guides for specific programs are available through the Instructional Materials Laboratory, University of Missouri-Columbia.

- C. Place the student performance objectives in sequence from least to most complex.

Step 4: Select Instructional Delivery Methods

- A. Determine instructional techniques for planning classroom strategies and activities designed to guide students in achieving performance objectives.
- B. Identify resources, including curriculum guides, which will be useful in helping students achieve performance objectives.
- C. Plan schedules and organizational structures to allow students the time to achieve performance objectives.

Step 5: Develop Competency Measures (Written or Performance)

- A. Identify and prepare a method of evaluation for each performance objective.

Use a variety of evaluation strategies that assess student performance of knowledge, attitudes and skills (cognitive, affective and skill performance).

- B. Establish the level of performance required for student mastery of each competency.

Step 6: Implement a Record-Keeping System

- A. Examine record-keeping systems.
 - 1. Competency Profile Folders and Inserts for designated courses/programs are available from the Instructional Materials Laboratory, University of Missouri-Columbia.
 - 2. Computer programs are available to help vocational educators in comprehensive high schools implement a computer-based vocational instructional management system.
 - 3. The Vocational Administrative Management System (VAMS) is available to assist educators and administrators in area vocational schools in implementing a computer-based vocational instructional management system.
- B. Design a record-keeping system that reflects each competency for the course/program.
- C. Record student progress in attainment of competencies in the course/program.



MISSOURI FAMILY OCCUPATIONAL ANALYSIS

DUTIES


T
A
S
K
S

NURTURE AND CARE FOR FAMILY MEMBERS 2.23		PLAN AND PREPARE FOOD 3.29	PLAN FINANCES 3.85	MAINTAIN SAFE, HEALTHY AND SECURE ENVIRONMENT 4.22	MANAGE TIME 4.43	OBTAIN SHELTER, GOODS AND SERVICES 4.96	PROVIDE AND CARE FOR CLOTHING 6.01	MAINTAIN APPLIANCES, HOUSE AND GROUNDS 7.25	ARRANGE LIVING ENVIRONMENTS 8.69
Demonstrate Love and Affection 4.78	Identify Values 4.27	Provide Nutritious Meals and Snacks 4.45	Pay Bills 4.59	Practice Sanitary Procedures 4.47	Determine Needs and Set Priorities 4.41	Compare Features, Prices and Quality 4.24	Launder and Dry Clean Clothing 4.38	Practice Resource-Saving Techniques 4.14	Identify Taste and Lifestyle 3.82
Communicate 4.78	Provide Guidance in Social Growth 4.27	Obtain Food 4.43	Provide Adequate Insurance 4.56	Store Dangerous Substances 4.43	Balance Work and Family Roles	Purchase Shelter, Goods and Services 4.21	Determine Wardrobe Needs 3.96	Clean and Store Appliances 3.79	Analyze Available Space and Environment 3.60
Provide Necessary Health Care 4.49	Teach and Utilize Decision-Making Skills 4.25	Clean Up 4.21	Determine Needs and Set Priorities 4.54	Identify and Eliminate Household Hazards 4.37	Assess Time Available 4.01	Determine Personal Needs and Preferences 4.01	Store Clothing 3.75	Identify Maintenance Tasks 3.72	Acquire and Arrange Furnishings 3.54
Coordinate and Share Family Tasks 4.33	Meet Special Individual Needs 4.25	Meet Special Dietary Needs 4.03	Manage Credit 4.32	Develop Emergency Procedures 4.18	Develop a Schedule 3.89	Compare Service, Purchase and Lease Contracts 3.97	Buy Clothing 3.74	Perform Maintenance Tasks 3.68	
Provide Guidance in Intellectual Growth 4.31	Promote the Development of Individual Talent 4.20	Coordinate Food Preparation 4.02	Plan for the Future 4.26	Clean House 3.98	Coordinate and Combine Activities 3.87	Exercise Consumer Rights and Responsibilities 3.93	Alter and Repair Clothing 3.71	Perform Yard and Garden Tasks 3.61	
Develop Skills for Coping with Crisis 4.31	Provide Guidance in Physical Growth 4.11	Establish Atmosphere for Eating 3.88	Provide for Savings and Investments 4.19	Install Safety and Security Devices 3.75	Plan Leisure Time 3.57	Analyze Accompanying Costs 3.83		Protect Maintenance Tools 3.55	
Provide Guidance in Emotional Growth 4.30		Store and Preserve Food 3.81	Maintain Record-Keeping System 4.16	Develop and Use Identification System for Possessions 3.34	Review and Revise Time Plan 3.51	Identify Options 3.81		Obtain Necessary Tools and Equipment 3.48	
Provide for Individual Developmental Needs 4.28			Assess Resources 4.11			Select Outside Support Services 3.37		Select Service Personnel 3.45	
			Develop and Utilize a Budget 4.09					Schedule and Record Routine Maintenance 3.21	
			Review and Revise Plans 3.81						

NOTE: The duties and tasks are ranked according to importance of performance in balancing work and family as rated by a cross-section of Missouri family members.

The mean scores are listed for:

DUTIES

1 equals most important
9 equals least important

TASKS

1 equals no importance
8 equals great importance

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Child Development, Care and Guidance (Intermediate) **Missouri Family Occupational Analysis**

DUTIES



T A S K S

NURTURE AND CARE FOR FAMILY MEMBERS		PLAN AND PREPARE FOOD	PLAN FINANCES	MAINTAIN SAFE, HEALTHY AND SECURE ENVIRONMENT	MANAGE TIME	OBTAIN SHELTER, GOODS AND SERVICES	PROVIDE AND CARE FOR CLOTHING	MAINTAIN APPLIANCES, HOUSE AND GROUNDS	ARRANGE LIVING ENVIRONMENTS
Demonstrate Love and Affection A B D	Identify Values A D	Provide Nutritious Meals and Snacks A D	Pay Bills Provide Adequate Insurance	Practice Sanitary Procedures A D	Determine Needs and Set Priorities A B D	Compare Features, Prices and Quality A B D	Launder and Dry Clean Clothing	Practice Resource-Saving Techniques D	Identify Taste and Lifestyle
Communicate A B C D	Provide Guidance in Social Growth A B C D	Obtain Food Clean Up A	Determine Needs and Set Priorities A D	Store Dangerous Substances A C D	Balance Work and Family Roles A B C D	Purchase Shelter, Goods and Services	Determine Wardrobe Needs A	Clean and Store Appliances	Analyze Available Space and Environment D
Provide Necessary Health Care A C D	Teach and Utilize Decision-Making Skills A B C D	Meet Special Dietary Needs A	Manage Credit Plan for the Future A D	Identify and Eliminate Household Hazards A B C D		Determine Personal Needs and Preferences A C D	Store Clothing	Identify Maintenance Tasks	Acquire and Arrange Furnishings D
Coordinate and Share Family Tasks A D	Meet Special Individual Needs A C D	Coordinate Food Preparation	Provide for Savings and Investments		Assess Time Available B		Buy Clothing A	Perform Maintenance Tasks	
Provide Guidance in Intellectual Growth A C D	Promote the Development of Individual Talent A C D	Establish Atmosphere for Eating A	Maintain Record-Keeping System A D	Develop Emergency Procedures A B D	Develop a Schedule B	Compare Service, Purchase and Lease Contracts	Alter and Repair Clothing	Perform Yard and Garden Tasks	
Develop Skills for Coping with Crisis A C D	Provide Guidance in Physical Growth A B C D	Store and Preserve Food	Assess Resources A D	Clean House D	Coordinate and Combine Activities B D	Exercise Consumer Rights and Responsibilities A D		Protect Maintenance Tools	
Provide Guidance in Emotional Growth A B C D			Develop and Utilize a Budget	Install Safety and Security Devices A D	Plan Leisure Time B	Analyze Accompanying Costs D		Obtain Necessary Tools and Equipment D	
Provide for Individual Developmental Needs A B C D			Review and Revise Plans	Develop and Use Identification System for Possessions D	Review and Revise Time Plan A B	Identify Options A C D		Select Service Personnel	
						Select Outside Support Services A C D		Schedule and Record Routine Maintenance	

Family member tasks closely associated with the following courses:

- A. 20.0105 Exploratory Family and Consumer Sciences
- B. 20.0101 Family and Consumer Sciences
- C. 20.0199 Contemporary Living
- D. 20.0102 Child Development, Care and Guidance

Family/Consumer Resource Management **Missouri Family Occupational Analysis**

DUTIES



TASKS

10

NURTURE AND CARE FOR FAMILY MEMBERS		PLAN AND PREPARE FOOD	PLAN FINANCES	MAINTAIN SAFE, HEALTHY AND SECURE ENVIRONMENT	MANAGE TIME	OBTAIN SHELTER, GOODS AND SERVICES	PROVIDE AND CARE FOR CLOTHING	MAINTAIN APPLIANCES, HOUSE AND GROUNDS	ARRANGE LIVING ENVIRONMENTS
Demonstrate Love and Affection	Identify Values A B C D	Provide Nutritious Meals and Snacks	Pay Bills A B C D	Practice Sanitary Procedures	Determine Needs and Set Priorities A C D	Compare Features, Prices and Quality A B C D	Launder and Dry Clean Clothing B	Practice Resource-Saving Techniques A D	Identify Taste and Lifestyle D
Communicate A D	Provide Guidance in Social Growth A B	Obtain Food B D	Provide Adequate Insurance A B C D	Store Dangerous Substances	Balance Work and Family Roles A C D	Purchase Shelter, Goods and Services A B C D	Determine Wardrobe Needs D	Clean and Store Appliances	Analyze Available Space and Environment D
Provide Necessary Health Care D	Teach and Utilize Decision-Making Skills A B C D	Clean Up D	Determine Needs and Set Priorities A B C D	Identify and Eliminate Household Hazards		Determine Personal Needs and Preferences A B C D	Store Clothing D	Identify Maintenance Tasks D	Acquire and Arrange Furnishings
Coordinate and Share Family Tasks A D	Meet Special Individual Needs D	Coordinate Food Preparation D	Manage Credit A B C D	Develop Emergency Procedures	Assess Time Available A C D	Compare Service, Purchase and Lease Contracts A B C D	Buy Clothing A B D	Perform Maintenance Tasks D	
Provide Guidance in Intellectual Growth A D	Promote the Development of Individual Talent A B D	Establish Atmosphere for Eating	Plan for the Future A B C D	Clean House	Develop a Schedule A C D		Alter and Repair Clothing		
Develop Skills for Coping with Crisis D	Provide Guidance in Physical Growth D	Store and Preserve Food	Provide for Savings and Investments A B C D	Install Safety and Security Devices	Coordinate and Combine Activities A C D	Exercise Consumer Rights and Responsibilities A B C D		Perform Yard and Garden Tasks D	
Provide Guidance in Emotional Growth			Maintain Record-Keeping System A B C D	Develop and Use Identification System for Possessions C D	Plan Leisure Time A C D	Analyze Accompanying Costs A B C D		Protect Maintenance Tools	
Provide for Individual Developmental Needs D			Assess Resources A B C D		Review and Revise Time Plan A C D	Identify Options A B C D		Obtain Necessary Tools and Equipment D	
			Develop and Utilize a Budget A B C D			Select Outside Support Services A B C D		Select Service Personnel A B D	
			Review and Revise Plans C D					Schedule and Record Routine Maintenance D	

Family member tasks closely associated with the following courses:

- A 20.0105 Exploratory Family and Consumer Sciences
- B 20.0101 Family and Consumer Sciences
- C 20.0199 Contemporary Living
- D 20.0104 Family/Consumer Resource Management

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Family/Individual Health Missouri Family Occupational Analysis

DUTIES

T A S K S

NURTURE AND CARE FOR FAMILY MEMBERS		PLAN AND PREPARE FOOD	PLAN FINANCES	MAINTAIN SAFE, HEALTHY AND SECURE ENVIRONMENT	MANAGE TIME	OBTAIN SHELTER, GOODS AND SERVICES	PROVIDE AND CARE FOR CLOTHING	MAINTAIN APPLIANCES, HOUSE AND GROUNDS	ARRANGE LIVING ENVIRONMENTS
Demonstrate Love and Affection A D	Identify Values A D	Provide Nutritious Meals and Snacks A C D	Pay Bills D	Practice Sanitary Procedures A B D	Determine Needs and Set Priorities D	Compare Features, Prices and Quality A D	Launder and Dry Clean Clothing	Practice Resource-Saving Techniques	Identify Taste Lifestyle
Communicate A D	Provide Guidance in Social Growth A C D	Obtain Food	Provide Adequate Insurance D	Store Dangerous Substances A D	Balance Work and Family Roles A B D	Purchase Shelter, Goods and Services D	Determine Wardrobe Needs D	Clean and Store Appliances D	Analyze Available Space and Environment
Provide Necessary Health Care A D	Teach and Utilize Decision-Making Skills A B D	Clean Up D	Determine Needs and Set Priorities D	Identify and Eliminate Household Hazards A D	Assess Time Available B D	Determine Personal Needs and Preferences C D	Store Clothing	Identify Maintenance Tasks D	Acquire and Arrange Furnishings A D
Coordinate and Share Family Tasks A D	Meet Special Individual Needs A B C D	Meet Special Dietary Needs A C D	Manage Credit D	Develop Emergency Procedures A B C D	Develop a Schedule D	Compare Service, Purchase and Lease Contracts D	Buy Clothing	Perform Maintenance Tasks D	
Provide Guidance in Intellectual Growth A D	Promote the Development of Individual Talent A D	Coordinate Food Preparation A	Plan for the Future D	Clean House A D	Coordinate and Combine Activities B D	Exercise Consumer Rights and Responsibilities A D	Alter and Repair Clothing D	Perform Yard and Garden Tasks	
Develop Skills for Coping with Crisis A B C D	Provide Guidance in Physical Growth A C D	Establish Atmosphere for Eating A	Provide for Savings and Investments	Install Safety and Security Devices A D	Plan Leisure Time A B D	Analyze Accompanying Costs D		Protect Maintenance Tools	
Provide Guidance in Emotional Growth A C D		Store and Preserve Food D	Maintain Record-Keeping System A D	Develop and Use Identification System for Possessions D	Review and Revise Time Plan B D	Identify Options A B D		Obtain Necessary Tools and Equipment B	
Provide for Individual Developmental Needs A B C D			Assess Resources D			Select Outside Support Services A B C D		Select Service Personnel	
			Develop and Utilize a Budget D					Schedule and Record Routine Maintenance D	
			Review and Revise Plans D						

Family member tasks closely associated with the following courses:

- A 20.0105 Exploratory Family and Consumer Sciences
- B 20.0101 Family and Consumer Sciences
- C 20.0199 Contemporary Living
- D 20.0106 Family/Individual Health

Family Living and Parenthood Missouri Family Occupational Analysis

DUTIES



T A S K S

12

NURTURE AND CARE FOR FAMILY MEMBERS		PLAN AND PREPARE FOOD	PLAN FINANCES	MAINTAIN SAFE, HEALTHY AND SECURE ENVIRONMENT	MANAGE TIME	OBTAIN SHELTER, GOODS AND SERVICES	PROVIDE AND CARE FOR CLOTHING	MAINTAIN APPLIANCES, HOUSE AND GROUNDS	ARRANGE LIVING ENVIRONMENTS
Demonstrate Love and Affection A B C D	Identify Values A B C D	Provide Nutritious Meals and Snacks	Pay Bills	Practice Sanitary Procedures	Determine Needs and Set Priorities A B	Compare Features, Prices and Quality	Launder and Dry Clean Clothing	Practice Resource-Saving Techniques D	Identify Taste and Lifestyle
Communicate A B C D	Provide Guidance in Social Growth C	Obtain Food	Provide Adequate Insurance	Store Dangerous Substances	Balance Work and Family Roles A B C D	Purchase Shelter, Goods and Services	Determine Wardrobe Needs	Clean and Store Appliances	Analyze Available Space and Environment
Provide Necessary Health Care A C D	Teach and Utilize Decision-Making Skills A C D	Clean Up	Determine Needs and Set Priorities D	Identify and Eliminate Household Hazards		Determine Personal Needs and Preferences C D	Store Clothing	Identify Maintenance Tasks	Acquire and Arrange Furnishings
Coordinate and Share Family Tasks A B C D	Meet Special Individual Needs A B C D	Meet Special Dietary Needs	Manage Credit	Develop Emergency Procedures	Assess Time Available D	Compare Service, Purchase and Lease Contracts	Buy Clothing	Perform Maintenance Tasks	
Provide Guidance in Intellectual Growth A B D	Promote the Development of Individual Talent A C D	Coordinate Food Preparation	Plan for the Future D	Clean House	Develop a Schedule D	Exercise Consumer Rights and Responsibilities D	Alter and Repair Clothing	Perform Yard and Garden Tasks	
Develop Skills for Coping with Crisis A B C D	Provide Guidance in Physical Growth A D	Establish Atmosphere for Eating	Provide for Savings and Investments	Install Safety and Security Devices	Coordinate and Combine Activities D	Analyze Accompanying Costs D		Protect Maintenance Tools	
Provide Guidance in Emotional Growth A B D		Store and Preserve Food	Maintain Record-Keeping System	Develop and Use Identification System for Possessions	Plan Leisure Time D	Identify Options A B C D		Obtain Necessary Tools and Equipment D	
Provide for Individual Developmental Needs A B D			Assess Resources D		Review and Revise Time Plan D	Select Outside Support Services A C D		Select Service Personnel	
			Devop and Utilize a Budget					Schedule and Record Routine Maintenance	
			Review and Revise Plans D						

Family member tasks closely associated with the following courses:

- A 20.0105 Exploratory Family and Consumer Sciences
- B 20.0101 Family and Consumer Sciences
- C 20.0199 Contemporary Living
- D 20.0107 Family Living and Parenthood

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Nutrition and Wellness Missouri Family Occupational Analysis

DUTIES

TASKS

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NURTURE AND CARE FOR FAMILY MEMBERS		PLAN AND PREPARE FOOD	PLAN FINANCES	MAINTAIN SAFE, HEALTHY AND SECURE ENVIRONMENT	MANAGE TIME	OBTAIN SHELTER, GOODS AND SERVICES	PROVIDE AND CARE FOR CLOTHING	MAINTAIN APPLIANCES, HOUSE AND GROUNDS	ARRANGE LIVING ENVIRONMENTS
Demonstrate Love and Affection A	Identify Values C D	Provide Nutritious Meals and Snacks A B C D	Pay Bills D	Practice Sanitary Procedures A B C D	Determine Needs and Set Priorities A B C D	Compare Features, Prices and Quality A B	Launder and Dry Clean Clothing	Practice Resource-Saving Techniques A C D	Identify Taste and Lifestyle C
Communicate D	Provide Guidance in Social Growth D	Obtain Food A B C D	Provide Adequate Insurance	Store Dangerous Substances	Balance Work and Family Roles A C D	Purchase Shelter, Goods and Services	Determine Wardrobe Needs	Clean and Store Appliances A D	Analyze Available Space and Environment D
Provide Necessary Health Care A C D	Teach and Utilize Decision-Making Skills A C D	Clean Up A B C D	Determine Needs and Set Priorities C D	Identify and Eliminate Household Hazards A B D		Determine Personal Needs and Preferences A D	Store Clothing	Identify Maintenance Tasks D	Acquire and Arrange Furnishings
Coordinate and Share Family Tasks A D	Meet Special Individual Needs B C D	Meet Special Dietary Needs A B C D	Manage Credit Plan for the Future C	Develop Emergency Procedures D	Assess Time Available A B C D		Alter and Repair Clothing	Perform Maintenance Tasks D	
Provide Guidance in Intellectual Growth A D	Promote the Development of Individual Talent A C D	Coordinate Food Preparation A B C D	Provide for Savings and Investments	Clean House A D	Develop a Schedule A B C D	Compare Services, Purchase and Lease Contracts		Perform Yard and Garden Tasks	
Develop Skills for Coping with Crisis D	Provide Guidance in Physical Growth C D	Establish Atmosphere for Eating A B C D	Maintain Record-Keeping System	Install Safety and Security Devices	Coordinate and Combine Activities A B D	Exercise Consumer Rights and Responsibilities A D		Perform Maintenance Tasks A	
Provide Guidance in Emotional Growth D		Store and Preserve Food A B C D	Access Resources A C D	Develop and Use Identification Systems for Possessions	Plan Leisure Time B D	Analyze Transportation Costs D		Assess in Necessary Tools and Equipment A B C D	
Provide for Individual Developmental Needs B C D			Develop and Utilize a Budget C D			Identify Options A D		Select Service Personnel	
			Review and Revise Plans			Select Outside Support Services D		Schedule and Record Routine Maintenance	

Family member tasks closely associated with the following courses:

- A 20.0105 Exploratory Family and Consumer Sciences
- B 20.0101 Family and Consumer Sciences
- C 20.0199 Contemporary Living
- D 20.0108 Nutrition and Wellness

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Housing, Home Furnishings and Equipment Missouri Family Occupational Analysis

DUTIES

TASKS

NURTURE AND CARE FOR FAMILY MEMBERS		PLAN AND PREPARE FOOD	PLAN FINANCES	MAINTAIN SAFE, HEALTHY AND SECURE ENVIRONMENT	MANAGE TIME	OBTAIN SHELTER, GOODS AND SERVICES	PROVIDE AND CARE FOR CLOTHING	MAINTAIN APPLIANCES, HOUSE AND GARDENS	ARRANGE LIVING ENVIRONMENTS
Demonstrate Love and Affection A	Identify Values A C D	Provide Nutritious Meals and Snacks	Pay Bills D	Practice Sanitary Procedures C D	Determine Needs and Set Priorities A C D	Compare Features, Prices and Quality A C D	Laundry and Dry Clean Clothing B	Practice Resource-Saving Techniques A B C D	Identify Taste and Lifestyle A B C D
Communicate A D	Provide Guidance in Social Growth A D	Obtain Food	Provide Adequate Insurance C D	Store Dangerous Substances B C D	Balance Work and Family Roles A C D	Purchase Shelter, Goods and Services A C D	Determine Wardrobe Needs	Clean and Store Appliances A B C D	Analyze Available Space and Environment A B C D
Provide Necessary Health Care A	Teach and Utilize Decision Making Skills A C D	Clean Up C D	Determine Needs and Set Priorities A C D	Identify and Eliminate Household Hazards A B C D	Assess Time Available A C D	Determine Personal Needs and Preferences A B C D	Store Clothing D	Identify Maintenance Tasks A B C D	Acquire and Arrange Furnishings A B C D
Coordinate and Share Family Tasks C D	Meet Special Individual Needs A C D	Coordinate Food Preparation D	Manage Credit C D	Develop Emergency Procedures B D	Develop a Schedule A C D	Compare Service, Purchase and Lease Contracts A C D	Buy Clothing	Perform Maintenance Tasks B C	
Provide Guidance in Intellectual Growth A C D	Promote the Development of Individual Talent A C D	Establish Atmosphere for Eating D	Provide for Savings and Investments C D	Install Safety and Security Devices B C D	Coordinate and Combine Activities A C D	Exercise Consumer Rights and Responsibilities A C D	Alter and Repair Clothing D	Perform Yard and Garden Tasks A B C D	
Facilitate Skills for Coping with Crisis D	Provide Guidance in Physical Growth A C D	Store and Prepare Food D	Maintain Record-Keeping Systems D	Assess Resources A C D	Plan Leisure Time A C D	Review and Revise Life Plan A C D		Perform Maintenance Tasks A B C D	
Provide Guidance in Emotional Growth A C D			Develop and Utilize a Budget C D	Develop and Utilize Identification Systems for Possessions D				Obtain necessary Tools and Equipment A B C D	
Provide for Individual Developmental Needs A C D			Review and Revise Plans C D					Select Service Personnel A B C D	
								Schedule and Record Routine Maintenance B C D	

Family member tasks closely associated with the following courses:

- A 20-0105 Exploratory Family and Consumer Sciences
- B 20-0101 Family and Consumer Sciences
- C 20-0189 Contemporary Living
- D 20-0110 Housing, Home Furnishings and Equipment

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Family and Consumer Sciences Education

Program Guidelines, Course Descriptions and Student Competencies

FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAM GUIDELINES

General Description for Family and Consumer Sciences Education

Family and Consumer Sciences Education programs are specifically designed to prepare youth and adults for family and work life. These programs may be offered at the elementary, middle and/or high school levels as a part of a comprehensive instructional program.

Program Objectives

Family and Consumer Sciences Education Programs will strengthen the well-being of individuals and families across the life span by enabling students to:

1. develop skills as responsible citizens and leaders in family, community and work settings.
2. manage resources to meet the material needs of individuals and families.
3. balance personal, home, family and work lives.
4. use critical and creative thinking skills to address problems in diverse family, community and work environments.
5. function as providers and consumers of goods and services.
6. develop leadership skills through FHA/HERO.

Approved Family and Consumer Sciences Education Programs

Requirements for program approval represent minimum standards. Program offerings may and should exceed the minimal requirements based upon size of school, allocation of instructional time, resources and student objectives. Districts wishing to be considered for an approved program must submit an application following the **Guide for Submitting Application for Expanding/New Regular Vocational Education Programs (FV-3)** to the Assistant Commissioner of the Division of Vocational and Adult Education on or before March 1.

An approved Family and Consumer Sciences Education program must:

- ♦ Annually offer a full-year of Exploratory Family and Consumer Sciences or Comprehensive Family and Consumer Sciences, plus at least one semester of each of the following within a three-year period: Child Development, Care and Guidance; Family Living and Parenthood; Family/Consumer Resource Management; Family/Individual Health; and Nutrition and Wellness.
- ♦ Provide a three-year curriculum plan.
- ♦ Have an active advisory committee composed of representatives from business, special populations, parents and students.
- ♦ Have an affiliated FHA/HERO chapter, which is an integral part of the curriculum, promoting leadership development and a responsible attitude toward family and community involvement.
- ♦ Have policies and procedures in place that assure equal access to programs, services and activities for individuals regardless of their sex, age, race, color, national origin or disabling condition.
- ♦ Conduct an annual evaluation of the program.

- ◆ Have an instructor certified in Vocational Family and Consumer Sciences Education responsible for the program.

Local Education Agencies (LEAs) wishing to offer an alternative program that does not meet the approved program criteria may submit a proposal identifying plans to meet unique needs of the local community.



TAXONOMY OF APPROVABLE COURSES AND CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)

Program Description for Family and Consumer Sciences Education

A group of instructional programs that prepares individuals for the dual roles of work and family. At all levels, emphasis is placed on the acquisition of knowledge and the development of attitudes, standards, values and skills that provide career supplements and support learning in the student's home and family. These attitudes, standards, values and skills are needed for nurturing human development, meeting material needs and strengthening family and community life.

Exploratory Family and Consumer Sciences *(Elementary, Middle and Junior High Schools)*

- 20.0105 Exploratory Family and Consumer Sciences.** An instructional program that provides individuals the opportunity to explore family and consumer sciences subject matter areas. Includes instruction in the development of positive self-concepts; understanding personal growth and development; and relationships with peers and family members becoming contributing members in the home, school and community.

Comprehensive Family and Consumer Sciences

- 20.0101 Family and Consumer Sciences.** An instructional program that generally prepares youth and adults for family life, emphasizing the acquisition of knowledge and the development of attitudes, standards, values and skills relevant to individual and family life and nurturing. Prepares individuals for balancing work and family roles and enhancing employability skills. Includes instruction in consumer education, food and nutrition, family living and parenthood education, child growth and development, housing and home management (including resource management), and clothing and textiles.
- 20.0199 Contemporary Living.** An instructional program designed for students in upper grades with no previous family and consumer sciences instruction. Introductory experiences in all areas of family and consumer sciences are designed to help prepare students for multiple roles as individuals, family members and for pursuing programs leading to family and consumer sciences occupations and professions. Emphasis is placed upon values, clarification and decision-making; consumer skills; personal and family relationships; parenting; nutrition; and health.

Specialized Courses

The following in-depth courses are identified with family and consumer sciences subject matter program areas. Students can make choices according to their personal, family or career goals.

At least one semester of the following instructional areas marked with an asterisk (*) is required within a three-year period for an approved Vocational Family and Consumer Sciences Education Program.

- *20.0102 Child Development, Care and Guidance (Intermediate).** An instructional program that prepares individuals to understand children's physical, mental, emotional, and social growth and development. Includes instruction in child care and guidance.
- 20.0102 Child Development, Care and Guidance (Advanced).** An instructional program that provides advanced study in child development and guidance, including the physical, social and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to child development and generate employment skills. (Prerequisite--Child Development, Care and Guidance, Intermediate)
- 20.0103 Clothing and Textiles (Intermediate).** An instructional program that prepares individuals to understand the social, psychological and physiological aspects of clothing and textiles; the nature, acquisition and use of clothing and textile products; the selection, construction, maintenance and alteration of clothing and textile products; and the effect of consumer choices on the individual and family, as well as the clothing and textile industry.
- 20.0103 Clothing and Textiles (Advanced).** An instructional program designed to extend competencies gained in Clothing and Textiles (Intermediate) for the advanced student interested in fashion, fabric properties, recycling of clothing and textile items, and creative construction techniques, including tailoring. (Prerequisite--Clothing and Textiles, Intermediate)
- *20.0104 Family/Consumer Resource Management.** An instructional program that prepares individuals to understand the values, needs, wants, goals and resources that enable youths and adults to make rational decisions that contribute to family stability and quality of life. Includes instruction in budgeting and spending plans, use of credit, savings, investments, taxes, consumer buying, and consumer rights and responsibilities.
- *20.0106 Family/Individual Health.** An instructional program that prepares individuals to understand the related aspects of health and wellness with special emphasis on nutrition, emotional health and physical health; the relationship of the health of an individual to the wellness of the family; the prevention of illness; and the basic care of the ill, including the elderly, the young child and individuals with disabilities.
- *20.0107 Family Living and Parenthood.** An instructional program that prepares individuals to understand the nature, function and significance of human relationships within the family/individual units. Includes instruction in the concepts and principles related to various family living conditions, including abuse prevention; the establishment and maintenance of relationships; the

preparation for marriage, parenthood and family life; and the socialization and developmental needs of individuals.

***20.0108 Nutrition and Wellness.** An instructional program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.

20.0108a Food Science. An instructional program that prepares students to use the scientific method to study the biological and chemical basis for food fermentation, preservation, processing and preparation. Students develop laboratory, writing and reasoning skills through measuring, recording and graphing data; writing laboratory and short research projects; and predicting and evaluating laboratory results.

20.0110 Housing, Home Furnishings and Equipment. An instructional program that prepares individuals to understand the physical, psychological and social influences pertaining to the complex housing decisions required for creating a desirable living environment. Includes instruction in the human and environmental factors influencing the form and use of housing; the varied types of housing; costs; exterior and interior design; home furnishings and equipment; and the selection, use and care of available resources for achieving improved living space to meet individual and family needs.

20.0199 Family and Consumer Sciences Education, Other. Any instructional program in family and consumer sciences education not previously described.

Note

To date, competencies for some courses listed have not been identified.



EXPLORATORY/COMPREHENSIVE COURSE INFORMATION AND STUDENT COMPETENCIES

Exploratory Family and Consumer Sciences Education

Exploratory programs are an important part of the vocational family and consumer sciences education program. These programs reach middle and junior high school students who may not have opportunities to take family and consumer sciences education courses during their high school careers. For some students, exploratory programs provide opportunities for identifying further study in the field of family and consumer sciences education during high school.

Instruction in family and consumer sciences at the exploratory levels occurs in a variety of timeframes in schools across the state—exploratory blocks of 5-9 weeks, semester-long and full-year courses. Regardless of length, instructors are posed with the challenge of developing a curriculum to provide students with a comprehensive view of family and consumer sciences.

Due to these factors, it is important that minimum competencies be identified. The competencies noted in this document have been identified as the **minimum** recommended for courses of nine weeks or less, 18 weeks and 36 weeks in length. Instructors should utilize their local advisory committee to make additions to these minimum competencies so that local needs and individual district situations are addressed.

The exploratory competencies are grouped in the areas of Personal Challenges; Resource Challenges; Family Life Issues; Clothing Decisions; Nutrition Choices; Health and Wellness; and Career Awareness. These areas coincide with units found in the *Exploring Home Economics* guide, 1994, and the *Exploring Home Economics: Enrichment Modules*, 1994.

Using Student Competencies for Exploratory Family and Consumer Sciences

Full-year course: The competencies listed in Chart 1 are the minimum student competencies identified for a full-year course (or equivalent). Teachers should include the minimum competencies identified and add additional competencies as needed. The local advisory committee can assist in the identification of any additional competencies.

Semester course: Chart 2 outlines the minimum competencies for the semester-length exploratory courses. These competencies are taken from the full-year course listing. Teachers should include the minimum competencies indicated and add additional competencies as needed. The local advisory committee can help identify any additional competencies.

Five- to nine-week course: Chart 3 outlines the minimum competencies for exploratory course offerings of 5-9 weeks. These competencies are taken from the full-year course listing. Teachers should include the minimum competencies indicated and add additional competencies as needed. The local advisory committee can help identify additional competencies.

Exploratory Family and Consumer Sciences

Chart 1: Full-Year Course

A. Exploring Personal Challenges

1. Appraise personal values and goals
2. Identify personality characteristics
3. Describe feelings and attitudes related to specific situations involving self concept
4. Describe individual talents
5. Describe types of personal relationships with others
6. Appraise ways to build relationships
7. Describe responsibilities in friendships
8. Describe issues related to equity in roles and responsibilities
9. Appraise own communication skills
10. Distinguish between verbal and nonverbal communication
11. Recognize the importance of social etiquette
12. Analyze procedures for personal decision making
13. Appraise methods for group decision making in different situations
14. Identify skills for managing stress and crisis
15. Identify leadership qualities and skills
16. Demonstrate leadership qualities and skills

B. Exploring Resource Challenges

1. Describe personal values, standards, resources, needs and wants
2. Describe ways to use, trade and share personal resources
3. Create a plan to manage personal resources
4. Describe family values and resources
5. Develop a family budget
6. Identify sources of youth and family income
7. Develop an individual entrepreneurship plan
8. Identify future goals related to spending and saving
9. Appraise ways to save money
10. Analyze advantages and disadvantages of credit
11. Analyze issues related to consumer practices
12. Compare product and service information
13. Identify options for obtaining goods and services
14. Investigate accompanying costs of products and services
15. Identify services and regulations which protect consumers
16. Describe consumer action for recourse and other responsibilities
17. Recognize advantages and disadvantages of convenience products
18. Analyze lifestyle, needs, values and goals related to housing
19. Analyze basic human needs met through housing
20. Evaluate family tasks and adjustments related to moving
21. Appraise personal energy conservation techniques
22. Appraise ways to recycle furnishings
23. Create room arrangements for a specific taste and lifestyle

C. Exploring Family Life Issues

1. Appraise decision-making skills
2. Identify factors influencing family decisions

3. Analyze procedures for family decision making
4. Recognize individual differences in family members
5. Describe roles and responsibilities of family members over the life cycle
6. Identify family strategies for balancing work and family responsibilities
7. Recognize individual differences in relationships
8. Appraise methods for coping with family stress and crisis
9. Describe roles of love and affection in family living
10. Identify family support services
11. Describe choices related to lifestyle and parenting
12. Assess attitudes toward parenting
13. Describe challenges and costs of adolescent parenthood
14. Appraise personal attitudes toward children
15. Describe ways to guide intellectual, emotional, social and physical growth in children
16. Classify developmental tasks and growth patterns of children
17. Evaluate the role of nurturance on growth and development in children
18. Demonstrate management techniques for children's activities
19. Analyze role of parents and caregivers in toy selection and use
20. Describe nutrition and hygiene needs of children
21. List emergency procedures and treatment
22. Analyze safety of children's products
23. Describe ways to share responsibilities of parenting among family members
24. Describe roles and responsibilities when caring for children

D. Exploring Health and Wellness

1. Describe characteristics of health and wellness
2. Describe characteristics of physical/mental/social health
3. Recognize relationship of exercise and leisure to health
4. Distinguish between health fads and sound practices
5. Identify sources of health information for consumers
6. Identify health care providers
7. Identify skills for coping with stress
8. Differentiate between substance use and abuse
9. Demonstrate assertive refusal skills
10. Identify reproductive anatomy and physiology
11. Distinguish between myth and fact related to human reproduction
12. Identify physical and emotional risks associated with adolescent sexual activity
13. Recognize the importance of abstinence related to adolescent sexual activity
14. Compare communicable and noncommunicable diseases
15. Suggest methods of disease control
16. Recognize individual differences in growth and development
17. Select and use personal hygiene products

18. Evaluate desirable qualities of dating partners
19. Describe choices related to becoming a parent
20. Describe accident/injury prevention strategies

E. Exploring Nutrition Choices

1. Evaluate food preferences
2. Identify recommended guidelines for nutrition
3. Determine personal caloric needs
4. Select food sources of nutrients
5. Evaluate meals and snacks
6. Identify factors influencing dietary needs
7. Analyze methods of weight control
8. Analyze nutrition labeling
9. Determine cost of convenience foods
10. Analyze food advertisements
11. Identify basic food preparation equipment
12. Use recipe information
13. Demonstrate proper food preparation techniques
14. Prepare simple foods and snacks
15. Use safe food storage and preparation methods
16. Plan meals and snacks according to available resources
17. Recognize the importance of mealtime etiquette
18. Apply rules of mealtime etiquette

F. Exploring Clothing Decisions

1. Determine values/needs/wants related to wardrobe
2. Identify lifestyle and preferences affecting clothing choices
3. Inventory clothing and accessories

4. Plan wardrobe additions, deletions and adaptations
5. Recognize factors influencing clothing purchases
6. Compare price/quality/care of clothing
7. Determine appropriate clothing care procedures
8. Describe ways to recycle clothing
9. Describe clothing storage methods
10. Identify basic equipment
11. Recognize clothing construction procedures
12. Demonstrate clothing construction safety practices
13. Demonstrate basic clothing repair skills
14. Demonstrate basic clothing construction skills

G. Exploring Career Awareness

1. Describe personal qualities and training required
2. Identify careers
3. Investigate working conditions and income of specific careers
4. Describe advantages and disadvantages of owning a home-based business
5. Assess personal skills and resources to be an entrepreneur
6. Compare advantages and disadvantages of owning a business and working for an employer
7. Identify skills for balancing work and family responsibilities
8. Describe the influence of technology on career choices

Total number of minimum competencies for a full-year course: 123

Chart 2: Semester Course

A. Exploring Personal Challenges

1. Appraise personal values and goals
2. Identify personality characteristics
3. Describe feelings and attitudes related to specific situations involving self concept
4. Describe individual talents
5. Describe types of personal relationships with others
7. Describe responsibilities in friendships
9. Appraise own communication skills
10. Distinguish between verbal and nonverbal communication
12. Analyze procedures for personal decision making
15. Identify leadership skills
16. Demonstrate leadership qualities and skills

B. Exploring Resource Challenges

1. Describe personal values, standards, resources, needs and wants
2. Describe ways to use, trade and share personal resources
3. Create a plan to manage personal resources
4. Describe family values and resources
6. Identify sources of youth and family income
8. Identify future goals related to spending and saving
9. Appraise ways to save money
10. Analyze advantages and disadvantages of credit
11. Analyze issues related to consumer practices
13. Identify options for obtaining goods and services
16. Describe consumer action for recourse and other responsibilities
17. Recognize advantages and disadvantages of convenience products
18. Analyze lifestyle, needs, values and goals related to housing
19. Analyze basic human needs met through housing
20. Evaluate family tasks and adjustments related to moving
21. Appraise personal energy conservation techniques

C. Exploring Family Life Issues

1. Appraise decision-making skills
2. Identify factors influencing family decisions
4. Recognize individual differences in family members
5. Describe roles and responsibilities of family members over the life cycle
7. Recognize individual differences in relationships
8. Appraise methods for coping with family stress and crisis
9. Describe roles of love and affection in family living
12. Assess attitudes toward parenting
13. Describe challenges and costs of adolescent parenthood
14. Appraise personal attitudes toward children
15. Describe ways to guide intellectual, emotional, social and physical growth in children
16. Classify developmental tasks and growth patterns of children
17. Evaluate the role of nurturance on growth and development in children
20. Describe nutrition and hygiene needs of children
21. List emergency procedures and treatment
22. Analyze safety of children's products
24. Describe roles and responsibilities when caring for children

D. Exploring Health and Wellness

1. Describe characteristics of health and wellness
2. Describe characteristics of physical/mental/social health
3. Recognize relationship of exercise and leisure to health
7. Identify skills for coping with stress
8. Differentiate between substance use and abuse
9. Demonstrate assertive refusal skills
10. Identify reproductive anatomy and physiology
11. Distinguish between myth and fact related to human reproduction
12. Identify physical and emotional risks associated with adolescent sexual activity
13. Recognize the importance of abstinence related to adolescent sexual activity
14. Compare communicable and noncommunicable diseases
16. Recognize individual differences in growth and development
17. Select and use personal hygiene products
18. Evaluate desirable qualities of dating partners
19. Describe choices related to becoming a parent

E. Exploring Nutrition Choices

1. Evaluate food preferences
2. Identify recommended guidelines for nutrition
3. Determine personal caloric needs
4. Select food sources of nutrients
5. Evaluate meals and snacks
8. Analyze nutrition labeling
11. Identify basic food preparation equipment
12. Use recipe information
13. Demonstrate proper food preparation techniques
14. Prepare simple foods and snacks
15. Use safe food storage and preparation methods
17. Recognize the importance of mealtime etiquette

F. Exploring Clothing Decisions

1. Determine values/needs/wants related to wardrobe
2. Identify lifestyle and preferences affecting clothing choices
3. Inventory clothing and accessories
4. Plan wardrobe additions, deletions and adaptations
5. Recognize factors influencing clothing purchases
7. Determine appropriate clothing care procedures
9. Describe clothing storage methods
10. Identify basic equipment
11. Recognize clothing construction procedures
12. Demonstrate clothing construction safety practices
13. Demonstrate basic clothing repair skills

G. Exploring Career Awareness

1. Describe personal qualities and training required
2. Identify careers
7. Identify skills for balancing work and family responsibilities
8. Describe the influence of technology on career choices

Total number of minimum competencies for a semester course: 86

Chart 3: Minimum Competencies for a Five- to Nine-Week Course

A. Exploring Personal Challenges

1. Appraise personal values and goals
2. Identify personality characteristics
4. Describe individual talents
9. Appraise own communication skills
12. Analyze procedures for personal decision making
15. Identify leadership skills

B. Exploring Resource Challenges

1. Describe personal values, standards, resources, needs and wants
2. Describe ways to use, trade and share personal resources
3. Create a plan to manage personal resources
8. Identify future goals related to spending and saving
9. Appraise ways to save money
11. Analyze issues related to consumer practices
18. Analyze lifestyle, needs, values and goals related to housing
19. Analyze basic human needs met through housing
20. Evaluate family tasks and adjustments related to moving
21. Appraise personal energy conservation techniques

C. Exploring Family Life Issues

1. Appraise decision-making skills
4. Recognize individual differences in family members
9. Describe roles of love and affection in living
13. Describe challenges and costs of adolescent parenthood
15. Describe ways to guide intellectual, emotional, social and physical growth of children
16. Classify developmental tasks and growth patterns of children
17. Evaluate the role of nurturance on growth and development in children
20. Describe nutrition and hygiene needs of children
21. List emergency procedures and treatments
22. Analyze safety of children's products

D. Exploring Health and Wellness

1. Describe characteristics of health and wellness

10. Demonstrate personal responsibility
11. Identify physical and emotional risks associated with adolescent sexual activity
13. Recognize the importance of abstinence related to adolescent sexual activity
16. Recognize individual differences in growth and development
17. Select and use personal hygiene products
19. Describe choices related to becoming a parent

E. Exploring Nutrition Choices

1. Evaluate food preferences
2. Identify recommended guidelines for nutrition
5. Evaluate meals and snacks
11. Identify basic food preparation equipment
12. Use recipe information
13. Demonstrate proper food preparation techniques
14. Prepare simple foods and snacks
15. Use safe food storage and preparation methods

F. Exploring Clothing Decisions

1. Determine values, needs, wants related to wardrobe
2. Identify lifestyle and preferences affecting clothing choices
5. Recognize factors influencing clothing purchases
7. Determine appropriate clothing care procedures
10. Identify basic equipment
12. Demonstrate clothing construction safety practices
13. Demonstrate basic clothing repair skills

G. Exploring Career Awareness

2. Identify careers
8. Describe the influence of technology on career choices

Total number of minimum competencies for a five- to nine-week course: 54

B. Developing a Feeling of Self-worth

1. Identify factors that affect self-esteem and that of others
2. Evaluate personal characteristics
3. Distinguish between positive and negative personal behavior
4. Identify personal goals

C. Developing Emotional Well-Being

1. Identify stress situations
2. Develop problem-solving techniques
3. Create strategies for developing and maintaining constructive support systems

D. Developing Positive Peer Relationships

1. Determine personal maturity
2. Recognize individual differences
3. Identify the roles of friends
4. Recognize peer pressure

E. Communicating with Others

1. Distinguish between effective and ineffective communication
2. Appraise own communication skills
3. Practice listening skills
4. Practice effective communication

F. Coping with Change and Family Problems

1. Identify family problems
2. Analyze how social, economic, and technological changes impact work and family dynamics
3. Identify responsible behavior
4. Create strategies for dealing with family relation problems

G. Managing Time

1. Determine time needs
2. Set priorities for using time
3. Assess available time
4. Establish management techniques for coordinating work and family
5. Develop a time-management plan

H. Promoting Physical Well-Being

1. Describe good personal health habits
2. Practice personal hygiene
3. Identify special individual needs
4. Identify health care resources
5. Develop a personal exercise plan
6. Assess leisure time and money
7. Determine leisure activities

I. Coping with Health Concerns

1. Analyze substance abuse
2. Develop health-related emergency procedures

K. Planning Balanced Meals

1. Plan menus to meet varying nutritional needs of family members
2. Choose food preparation techniques that maximize nutritive value of food
3. Plan ways to share food preparation tasks in group and family settings
4. Apply time-management principles when preparing and serving food
5. Identify and use appropriate equipment for food preparation

L. Establishing Atmosphere for Eating

1. Choose and organize methods of serving a meal
2. Set eating area appropriately
3. Practice appropriate mealtime etiquette

M. Following Safe and Sanitary Practices

1. Demonstrate proper use and care of kitchen equipment
2. Evaluate situations for possible health/safety hazards
3. Evaluate situations for sanitary food handling and storage practices

N. Preparing Nutritious Dishes

1. Prepare dairy products
2. Prepare breads and cereals
3. Prepare meats and other protein foods
4. Prepare fruits and vegetables
5. Prepare nutritious snacks

O. Planning Finances

1. Determine personal values and goals
2. Determine personal needs and wants
3. Assess resources for planning finances
4. Determine importance of savings
5. Identify factors to consider when making spending decisions about food, clothing, transportation and housing
6. Develop a spending and savings plan using the decision-making process
7. Identify significance of establishing and maintaining good credit
8. Record personal income and expenditures
9. Explore financial services
10. Identify types of insurance available in relation to insurance needs throughout the life cycle

P. Obtaining Goods and Services

1. Evaluate personal consumer awareness
2. Determine usage of consumer information resources

1. Identify factors to consider when purchasing and/or constructing clothing
2. Determine pattern type and size
3. Select pattern and fabric yardage
4. Prepare pattern and fabric

Q. Managing Finances

1. Identify factors to consider when purchasing and/or constructing clothing
2. Determine pattern type and size
3. Select pattern and fabric yardage
4. Prepare pattern and fabric
5. Demonstrate ability to operate sewing machine
6. Construct a garment

R. Constructing Clothing

1. Identify factors to consider when purchasing and/or constructing clothing
2. Determine pattern type and size
3. Select pattern and fabric yardage
4. Prepare pattern and fabric
5. Demonstrate ability to operate sewing machine
6. Construct a garment

S. Caring for Clothing

1. Interpret care and fabric content labels
2. Prepare clothing for laundry or dry cleaning
3. Identify stain treatment procedures
4. Evaluate laundry supplies for efficiency, safety and environmental impact
5. Demonstrate proper use of laundry equipment
6. Describe ways family members can share clothing care responsibilities
7. Determine appropriate clothing storage
8. Make minor repairs and alterations

T. Maintaining a Living Environment

1. Evaluate energy and water conservation in the home
2. Evaluate household appliances and home-maintenance products for efficiency, safety and environmental impact
3. Plan ways to conserve, reuse and recycle resources

U. Managing Energy Use

1. Evaluate energy and water conservation in the home
2. Evaluate household appliances and home-maintenance products for efficiency, safety and environmental impact
3. Plan ways to conserve, reuse and recycle resources

V. Maintaining a Living Environment

1. Evaluate home-maintenance tasks with regard to personal and family resources, abilities and standards

1. Evaluate energy and water conservation in the home
2. Evaluate household appliances and home-maintenance products for efficiency, safety and environmental impact
3. Plan ways to conserve, reuse and recycle resources

W. Maintaining a Safe, Healthy and Secure Environment

1. Store dangerous substances safely
2. Develop emergency procedures
3. Eliminate household hazards

X. Applying Principles of Child Development

1. Describe ways to guide social/emotional development in children
2. Describe ways to guide intellectual development in children
3. Describe ways to guide physical development in children
4. Assess the basic needs of children
5. Design routines which meet the basic needs of children
6. Recognize age-appropriate behaviors
7. Distinguish between discipline and punishment
8. Use problem-solving techniques in child guidance

Y. Providing Safe and Appropriate Child Care

1. Evaluate a toy for safety
2. Locate safety hazards
3. Demonstrate correct child-care practices
4. Prepare appropriate play activities for children

Z. Formulating a Plan to Achieve Career Goals

1. Describe differences between job and career
2. Identify personal strengths and weaknesses
3. Determine career goals and objectives
4. Develop a career plan
5. Choose experiences and resources needed to achieve career goals
6. Describe employability skills necessary for getting and retaining a job
7. Evaluate personal habits associated with job success

AA. Developing Job-Seeking Skills

1. Locate sources of employment opportunities
2. Prepare a resume
3. Write an application letter
4. Complete employment application form
5. Participate in a mock job interview
6. Write a follow-up letter

D. Planning Housing

1. Explore personal goals and values
2. Manage resources (time, energy, money)
3. Utilize decision-making skills
4. Analyze income and expenses
5. Prepare a spending plan
6. Distinguish among services of financial institutions
7. Identify savings and investment opportunities
8. Evaluate credit options
9. Utilize banking services
10. Prepare income tax forms

C. Developing Consumer Information Skills

1. Identify rights and responsibilities as a consumer
2. Analyze advertising
3. Interpret labels
4. Demonstrate comparative shopping skills
5. Develop awareness of government agencies and services
6. Resolve complaints as a consumer
7. Develop creditworthiness
8. Evaluate consumer creditworthiness

E. Exploring Insurance

1. Identify types of insurance
2. Select insurance to meet needs
3. Describe procedures for filing insurance claims

E. Evaluating Housing

1. Assess family housing needs and resources
2. Investigate housing options
3. Evaluate leases and contracts
4. Exercise rights and responsibilities related to housing
5. Evaluate energy efficiency

F. Furnishing the Living Environment

1. Evaluate taste and lifestyle
2. Evaluate resources
3. Compare features, price, quality and care
4. Explore options for acquiring furnishings
5. Apply elements and principles of design to furnishings

G. Performing Home Maintenance

1. Identify tasks and procedures for home maintenance
2. Develop and implement maintenance schedule

C. Assessing Energy

7. Investigate safety and security devices

H. Selecting Transportation

1. Assess personal transportation needs
2. Investigate transportation options available
3. Explore options for vehicle ownership
4. Identify vehicle care and maintenance costs

I. Planning a Wardrobe

1. Plan wardrobe needs according to lifestyle and career
2. Apply principles of design and color
3. Evaluate resources
4. Evaluate garments according to identified criteria

J. Repairing Clothing

1. Demonstrate ability to safely operate sewing machine
2. Identify and use tools, notions and equipment
3. Demonstrate basic sewing techniques
4. Demonstrate repairs and alterations

K. Caring for Clothing

1. Interpret care and cleaning symbols
2. Prepare clothing for laundry or dry cleaning
3. Identify correct stain-removal techniques
4. Select laundry supplies
5. Demonstrate proper use and care of laundry equipment
6. Determine appropriate clothing storage

L. Promoting Wellness

1. Differentiate physical, emotional and social health
2. Distinguish between good and bad health habits
3. Identify stress situations
4. Develop problem-solving techniques for coping
5. Identify health-related resources
6. Develop a personal lifetime wellness plan

M. Planning Meals

1. Review basic nutritional requirements
2. Distinguish between nutritional facts and fallacies
3. Evaluate personal food habits and nutrition
4. Develop a personal food plan
5. List ways to give variety to meals
6. Identify family nutrition needs and resources

7. Evaluate menus
8. Plan menus

N. Buying Food

1. Utilize wise shopping techniques
2. Read and evaluate nutritional labels
3. Store food properly

O. Preparing Meals

1. Define food preparation terms
2. Identify food preparation utensils and tools
3. Develop a time-work plan
4. Perform measuring and food preparation skills
5. Utilize safe and sanitary practices

P. Serving Food

1. Choose and organize method of serving
2. Set eating area appropriately
3. Evaluate finished product and work plan
4. Clean up kitchen and safely store food

Q. Developing Personal Relationships

1. Complete self-analysis activities
2. Examine a variety of family structures
3. Identify qualities and criteria for selecting personal relationships
4. Identify and practice communication skills
5. Utilize problem-solving techniques in relationships
6. Develop a plan to build positive personal relationships
7. Make adjustments in personal relationships

R. Identifying Factors Influencing Decisions and Choices Related to Parenting

1. Describe parenting skills needed to foster human development
2. Describe parenting skills necessary to form healthy, caring relationships with infants and young children
3. Identify reasons to care for children in responsible ways
4. Assess commitment needed to be a parent
5. Identify factors to consider in evaluating readiness for parenthood
6. Evaluate how present decisions about parenting may affect future goals

S. Identifying Family Crisis Situations

1. Develop skills for coping with crises (disabilities, death and dying, suicide, divorce, substance abuse)
2. Identify support groups
3. Apply strategies for strengthening family relationships

T. Applying Principles of Child Development

1. Provide guidance in emotional, social, physical and intellectual growth
2. Recognize age-appropriate behaviors
3. Identify proper ways to communicate with children
4. Identify goals of child guidance and discipline
5. Use problem-solving techniques in child guidance

U. Providing an Appropriate Environment

1. Evaluate toys for child safety
2. Locate and eliminate child safety hazards
3. Evaluate child-care facilities and providers

V. Formulating a Plan to Achieve Career Goals

1. Evaluate the impact of being employed or not being employed on well-being of self and others
2. Evaluate career choices as they impact on the family
3. Compare desired career to level of education required
4. Demonstrate knowledge of job-seeking and job-retainment skills

W. Recognizing Careers in Family and Consumer Sciences

1. Identify careers related to family and consumer sciences discipline
2. Describe personal qualities and education required for careers in family and consumer sciences
3. Investigate working conditions and income of specific careers

X. Identifying Types of Small Businesses

1. Describe home-based family and consumer sciences businesses
2. Assess personal skills and resources to be an entrepreneur
3. Compare advantages and disadvantages of owning a business and working for an employer



SEMESTER COURSE RATIONALES AND STUDENT COMPETENCIES

Child Development, Care and Guidance

Course Rationale:

To improve the quality of life for Missouri's children, performance competencies in the Child Development, Care and Guidance course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning pertinent to child care, guidance and supervision;
- b) communicate effectively with family members, child care agencies and professional service providers;
- c) solve problems based upon the developmental needs of children;
- d) make decisions that support the sound physical, mental and social development of children; and
- e) assess the impact of the parenting role in society.

A. Assuming Leadership Roles as Responsible Family Members and Citizens

1. Utilize FHA/HERO program(s) to address child development, care and guidance issues
2. Utilize leadership qualities and skills for problem solving

B. Describing Diverse Roles in Parenting

1. Evaluate factors and choices related to parenting
2. List changes and adaptations needed for parenting roles
3. Describe parenting practices in different cultures

C. Analyzing Health Concerns and Needs During Prenatal Development

1. Describe fetal development during pregnancy
2. Describe the process of labor and delivery
3. Explain effects of substance use and abuse related to pregnancy
4. Identify genetic factors that affect pregnancy
5. Assess environmental factors that affect pregnancy

D. Explaining Developmental Stages (Physical, Social, Emotional and Cognitive)

1. Distinguish among developmental stages
2. Explain individual differences in development
3. Relate individual differences to predictable developmental sequences
4. Propose ways to optimize development through play

E. Justifying Interaction Choices

1. Identify guidance/discipline techniques
2. Exhibit communication skills that promote positive self-esteem

F. Distinguishing Health Concerns at Developmental Stages

1. Describe community health services

2. Determine appropriate first-aid procedures
3. Devise a comprehensive plan for childhood wellness

G. Identifying Guidelines for Creating Safe Environments

1. List components of a safe environment
2. Describe signs of abuse and neglect
3. Describe available community resources for violence prevention, reporting and counseling

H. Comparing Child Care Options

1. Summarize criteria for quality child care
2. Evaluate costs and features of available child care options

I. Influencing Change in Environments

1. Develop skills to affect public policy related to child development, care and guidance
2. Analyze the impact of technology on individual and family lifestyles as related to child development, care and guidance
3. Utilize technology and other resources to influence change in child development, care and guidance environments

J. Researching Key Careers

1. Identify career clusters and careers related to child development, care and guidance
2. Assess personal characteristics and professional requirements for occupations related to child development, care and guidance
3. Investigate working conditions and income of specific careers
4. Use effective communication techniques for multiple workplace situations
5. Examine ethical and professional issues and responsibilities
6. Evaluate entrepreneurial options related to child development, care and guidance

Family/Consumer Resource Management

Course Rationale:

To assist Missouri citizens in creating stable families, performance competencies in the Family/Consumer Resource Management course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning through interpreting family values, needs, wants and goals;
- b) communicate effectively with family members and agencies that provide consumer products and services;
- c) solve problems that impact family resource management; and,
- d) make decisions that contribute to economic stability and quality of life for families.

A. Assuming Leadership Roles as Responsible Family Members and Citizens

1. Utilize FHA/HERO program(s) to address family/consumer resource issues
2. Utilize leadership qualities and skills for problem solving

B. Making Informed Choices

1. Describe basic economic principles
2. Identify consumer rights and responsibilities
3. Identify informational resources
4. Evaluate types of advertising
5. Compare methods of record keeping

C. Developing Personal Skills

1. Examine personal goals and values based upon wants and needs
2. Relate family goals, values, wants and needs
3. Apply a decision-making process
4. Assess personal resources
5. Report fraudulent practices

D. Organizing a Budget

1. Identify available financial resources
2. Examine the importance of savings
3. Devise a budget based on financial needs and wants
4. Evaluate and adjust budget

E. Utilizing Financial Services

1. Examine banking services
2. Reconcile a bank statement
3. Explain savings options
4. Compare types of investments
5. Examine financial planning services
6. Determine insurance needs

F. Interpreting Taxes

1. Identify types of taxes
2. Describe the costs and benefits of taxation
3. Examine effects of taxes on income
4. Outline types of financial records needed for taxes
5. Determine resources for tax preparation

G. Exploring Credit

1. Examine types of credit
2. Examine use of credit cards

3. Investigate processes for establishing/improving a credit rating

H. Meeting Housing Needs

1. Identify types of available housing
2. Compare and contrast renting and buying
3. Plan for housing costs
4. Identify legal aspects associated with housing
5. Determine factors affecting housing choice

I. Meeting Transportation Needs

1. List advantages and disadvantages of available forms of transportation
2. Determine purchase, operation and maintenance costs of vehicles
3. Explain legal rights and responsibilities of vehicle ownership

J. Meeting Clothing Needs

1. Assess clothing value and quality
2. Determine purchases based on values, needs, wants, resources and maintenance

K. Meeting Food Needs

1. Compare cost, quality, preparation time and skill required for various food products and services
2. Evaluate food claims

L. Meeting Health and Grooming Needs

1. Determine factors for selecting health care services and providers
2. Determine factors for selecting health-care coverage based on needs, cost and availability
3. Evaluate nutrient supplements, alternative health and grooming treatments, and health and grooming devices
4. Maintain a health record-keeping system

M. Influencing Change in Environments

1. Develop skills to affect public policy related to family/consumer resource management
2. Analyze the impact of technology on individual and family lifestyles as related to family/consumer resource management
3. Utilize technology and other resources to influence change in family/consumer resource environments

N. Researching Key Careers

1. Identify career clusters and careers related to family/consumer resource management
2. Assess personal characteristics and professional requirements for occupations related to family/consumer resource management
3. Investigate working conditions and income of specific careers
4. Use effective communication techniques for multiple workplace situations
5. Examine ethical and professional issues and responsibilities
6. Evaluate entrepreneurial options related to family/consumer resource management

Family/Individual Health

Course Rationale:

To improve the health of Missouri citizens, performance competencies in the family/individual health course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning pertinent to health care knowledge;
- b) communicate effectively with family members and health care providers;
- c) solve problems impacting health and wellness; and
- d) make responsible health care decisions involving individuals, families, and communities.

A. Assuming Leadership Roles as Responsible Family Members and Citizens

1. Utilize FHA/HERO program(s) to address family/individual health issues
2. Utilize leadership qualities and skills for problem solving

B. Promoting Individual Wellness

1. Define wellness
2. Describe lifetime fitness principles and techniques
3. Assess personal health practices and risks
4. Create a personal wellness plan
5. Analyze how the family, peers, community and global issues influence the health of individuals
6. Analyze situations that require professional health service

C. Exploring Functions and Interrelationships of Body, Social and Communication Systems

1. Describe functions of body systems including circulatory, digestive, reproductive and skeletal
2. Identify demographic changes that influence family health systems
3. Analyze how family and cultural diversity impact health
4. Defend a position on ethical, legal and environmental issues impacting health systems

D. Enhancing Human Growth and Development

1. Describe developmental processes which occur during the life cycle
2. Identify diseases, illnesses and disorders affecting growth and development
3. Describe behaviors for preventing and controlling communicable diseases
4. Develop coping strategies to deal with health deviations and changes in the life cycle

E. Promoting Health and Prevention Concepts

1. Describe the changing relationships of mental, emotional, social and physical health throughout life
2. Explain the effects of substance use and abuse on the individual, family and community
3. Evaluate how lifestyle choices impact health

4. Distinguish between appropriate and inappropriate behavior in relationships as they affect health
5. Identify standards of personal hygiene and health

F. Promoting Nutritional Health

1. Explain relationships between dietary guidelines and wellness
2. Compare nutritional needs at different stages of the life cycle
3. Identify nutritional needs of individuals with special health deviations

G. Maintaining a Safe Environment

1. Describe health emergency procedures
2. Develop accident/injury prevention strategies for personal, home, family and community health
3. Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitive situations
4. Demonstrate strategies for solving interpersonal conflicts without harming self or others
5. Demonstrate methods of avoiding threatening situations

H. Accessing Health-Related Information, Products and Services

1. Discriminate between reliable and unreliable health information, products and services
2. Analyze data from multiple sources to make informed decisions about health information, products and services
3. Describe factors that influence personal selection of health-care resources, products and services
4. Demonstrate the ability to access individuals and agencies that provide support and protection
5. Compare costs and benefits of available health-care coverages

I. Influencing Change in Environments

1. Develop skills to affect public policy related to family/individual health
2. Analyze the impact of technology on individual and family lifestyles as related to family/individual health

3. Utilize technology and other resources to influence change in family/individual health environments

J. Researching Key Careers

1. Identify career clusters and careers related to family/individual health
2. Assess personal characteristics and professional requirements for occupations related to family/individual health
3. Investigate working conditions and income of specific careers
4. Use effective communication techniques for multiple workplace situations
5. Examine ethical and professional issues and responsibilities
6. Evaluate entrepreneurial options related to family/individual health

Family Living and Parenthood

Course Rationale:

To assist Missouri citizens in creating stable families, performance competencies in the Family Living and Parenthood course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning by interpreting the nature, function and significance of human relationships;
- b) communicate effectively with family members and agencies that provide family related products and services;
- c) solve problems based upon the developmental needs of individuals; and,
- d) make decisions that strengthen and maintain family relationships, prepare individuals for marriage and parenthood and reduce disruptive conditions that destabilize families.

A. Assuming Leadership Roles as Responsible Family Members and Citizens

1. Utilize FHA/HERO program(s) to address family living and parenthood issues
2. Utilize leadership qualities and skills for problem solving

B. Developing a Positive Self-Concept

1. Evaluate personal needs, wants, values and short- and long-term goals
2. Examine factors influencing personality development
3. Analyze the effects of values on personal thoughts, attitudes, actions and life roles
4. Determine methods for setting priorities
5. Identify strategies for promoting responsible behaviors
6. Evaluate personal problem-solving and decision-making skills

C. Demonstrating Effective Communication Skills Among Family, Peers and Others

1. Create communications using a variety of methods, forms and technologies
2. Evaluate interpersonal communication techniques
3. Identify and evaluate the effects of cultural influences on communication

D. Explaining the Progression of Relationships and Families

1. Evaluate personal and environmental factors influencing relationship choice, development and termination
2. Develop responsible behaviors related to sexuality
3. Analyze trends in family structure

E. Exploring Family Life Issues within a Diverse Society

1. Analyze interrelationships of personal and family goals and values to work goals and values
2. Analyze how social, economic and technological changes impact work and family dynamics
3. Devise strategies for coordinating work and family responsibilities

4. Generate guidelines for reducing and resolving family conflict
5. Demonstrate skills needed to be a contributing family and community member
6. Explain the implications of cultural diversity when dealing with family and community issues
7. Analyze factors leading to stress and resiliency in families
8. Develop strategies to manage common sources of stress for individuals and families
9. Assess community resources available to individuals and families
10. Evaluate family problem-solving and decision-making skills

F. Making Responsible Parenting Decisions

1. Identify characteristics of positive parenting
2. Identify parental rights and responsibilities to have and keep children
3. Evaluate impact of children on resources
4. Compare and contrast parenting issues related to various family types

G. Influencing Change in Environments

1. Develop skills to affect public policy related to family living and parenthood
2. Analyze the impact of technology on individual and family lifestyles as related to family living and parenthood
3. Utilize technology and other resources to influence change in family and parenting environments

H. Researching Key Careers

1. Identify career clusters and careers related to family studies
2. Assess personal characteristics and professional requirements for family study occupations
3. Investigate working conditions and income of specific careers
4. Use effective communication techniques for multiple workplace situations
5. Examine ethical and professional issues and responsibilities
6. Evaluate entrepreneurial options related to family studies

Nutrition and Wellness

Course Rationale:

To improve the health and quality of life of Missouri citizens, performance competencies in the Nutrition and Wellness course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning related to nutrition, food economics and ecology;
- b) communicate effectively with family members, consumer groups and providers of food and nutrition products and services;
- c) solve problems related to health and wellness, as well as food needs through the application of mathematics and science principles; and,
- d) make responsible decisions involving family and individual food needs, the use of the food dollar and the care of food.

A. Assuming Leadership Roles as Responsible Family Members and Citizens

1. Utilize FHA/HERO program(s) to address nutrition and wellness issues
2. Utilize leadership qualities and skills for problem solving

B. Appraising Influences on Personal Food Choices

1. Identify social and psychological influences affecting food choices
2. Identify cultural and family influences
3. Explain economic and environmental factors influencing food choices
4. Investigate the impact of other influences such as media, fads and myths on food choices
5. Evaluate technological influences on product availability

C. Comprehending Nutrition Principles

1. Describe nutrient functions
2. Identify nutrient sources
3. Explain the processes of digestion and food utilization
4. Categorize foods according to nutrient composition
5. Summarize differences in nutrient needs throughout the life cycle

D. Recognizing Relationships Between Nutrition and Wellness

1. Identify components of wellness
2. Analyze dietary intake
3. Assess food intake based upon recognized dietary standards
4. Identify dietary practices to promote health
5. Examine special nutritional needs including modified diets, vegetarianism and sports nutrition
6. Identify characteristics of eating disorders
7. Plan daily nutritional intake using recognized standards

E. Managing Resources to Promote Good Health

1. Identify resources used in planning meals and food preparation

2. Evaluate features, price, quality and intended use of food preparation equipment
3. Develop criteria for purchasing/obtaining food
4. Identify programs providing food assistance and nutrition services
5. Identify regulatory agencies and their services
6. Discriminate between sources of reliable and unreliable food/nutrition information, products and services

F. Developing Food Preparation Skills

1. Plan nutritious and aesthetically pleasing menus
2. Demonstrate safe and sanitary food preparation practices
3. Apply basic science, mathematics and time management principles in food preparation
4. Evaluate products based upon quality standards

G. Developing Social Competence

1. Identify importance of etiquette
2. Demonstrate appropriate etiquette for various types of dining situations
3. Develop strategies for positive mealtime interaction

H. Influencing Change in Environments

1. Develop skills to affect public policy related to nutrition and wellness
2. Analyze the impact of technology on individual and family lifestyles as related to nutrition and wellness
3. Utilize technology and other resources to influence change in nutrition and wellness environments

I. Researching Key Careers

1. Identify career clusters and careers related to nutrition and wellness
2. Assess personal characteristics and professional requirements for occupations related to nutrition and wellness
3. Investigate working conditions and income of specific careers

4. Use effective communication techniques for multiple workplace situations
5. Examine ethical and professional issues and responsibilities
6. Evaluate entrepreneurial options related to nutrition and wellness

Housing, Home Furnishings and Equipment

Course Rationale:

To improve the quality of life for Missouri citizens, performance competencies in the Housing, Home Furnishings and Equipment course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning related to living environments;
- b) communicate effectively with family members and providers of environmentally related products and services;
- c) solve problems related to the physical, psychological and sociological influences that impact families in various living environments; and
- d) make the complex, responsible decisions necessary to create desirable living environments.

A. Assuming Leadership Roles as Responsible Family Members and Citizens

1. Utilize FHA/HERO program(s) to address housing, home furnishings and equipment issues
2. Utilize leadership qualities and skills for problem solving

B. Choosing a Living Environment

1. Analyze needs, values and goals
2. Relate family lifestyles to housing expectations
3. Relate the life cycle to housing needs
4. Describe the components of the macro-environment to include quality of life, demographics, community, neighborhood, air and transportation
5. Recognize types of housing
6. Relate the needs of special populations to housing
7. Identify social and environmental factors affecting housing costs and choices
8. Examine historical and social influences on architectural styles

C. Securing a Living Environment

1. Investigate procedures and financial responsibilities for obtaining housing
2. Investigate legal responsibilities
3. Compare renting to buying
4. Identify factors related to moving

D. Creating a Living Environment

1. Apply elements and principles of design
2. Evaluate floor plans for individual and family needs
3. Explore materials and finishes

4. Identify factors influencing selection of appliances
5. Explore types and uses of lighting
6. Identify furniture styles
7. Investigate selection of furniture and accessories
8. Relate furnishings to budget

E. Maintaining the Living Environment

1. Identify factors related to home safety and security
2. Determine maintenance, care and repair factors

F. Influencing Change in Environments

1. Develop skills to affect public policy related to housing, home furnishings and equipment
2. Analyze the impact of technology on individual and family lifestyles as related to housing, home furnishings and equipment
3. Utilize technology and other resources to influence change in living environments

G. Researching Key Careers

1. Identify career clusters and careers related to housing, home furnishings and equipment
2. Assess personal characteristics and professional requirements for occupations related to housing, home furnishings and equipment
3. Investigate working conditions and income of specific careers
4. Use effective communication techniques for multiple workplace situations
5. Examine ethical and professional issues and responsibilities
6. Evaluate entrepreneurial options related to housing, home furnishings and equipment

Occupational Family and Consumer
Sciences Education

Program Guidelines,
Course Descriptions
and
Student Competencies



OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAM GUIDELINES

General Description for Occupational Family and Consumer Sciences Education

Groups of instructional programs that emphasize the acquisition of competencies (including skills and job attitudes) needed for securing and holding paid employment at the entry and advanced levels, and/or preparing for advancement in occupations utilizing family and consumer education knowledge and competencies. Occupational family and consumer sciences clusters relate to the areas of child care and guidance workers and managers; clothing, apparel and textile workers and managers; institutional food workers and administrators; home furnishings and equipment installers and consultants; custodial, housekeeping and home services workers and managers; and other areas, such as human services.

These programs prepare individuals for organizing and managing business undertakings and services. Instructional programs include formal and informal instruction; in-school laboratory, simulated work experiences and/or supervised job experiences in businesses, institutions, agencies, homes and other appropriate locations. These programs are appropriate for secondary, postsecondary or adult levels. At the secondary level, these programs are usually offered at the 11th and 12th grade. One- or two-year programs may be designed according to program objectives and local needs.

Program Objectives

Occupational Family and Consumer Sciences Education Programs will enable students to:

1. develop skills, knowledge and attitudes necessary for employment in existing and emerging family and consumer sciences occupations.
2. develop competencies necessary for successful employment and career development.
3. obtain employment in an occupational cluster related to family and consumer sciences.
4. develop leadership skills through FHA/HERO.

Approved Occupational Family and Consumer Sciences Education Programs

Requirements for program approval represent minimum standards. Program offerings may and should exceed the minimal requirements based upon size of school, allocation of instructional time, resources and student objectives. Districts wishing to be considered for an approved program must submit an application following the **Guide for Submitting Applications for Expanding/New Regular Vocational Education Programs (FV-3)** to the Assistant Commissioner of the Division of Vocational and Adult Education on or before March 1.



**TAXONOMY OF APPROVABLE PROGRAMS AND
CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)**

- 20.0201 Child Care and Guidance Workers and Managers.** A group of instructional programs that generally prepare individuals for occupations in child care and guidance in institutional and residential family settings, often under the supervision of professional personnel. Includes instruction in child growth and development; nutrition; recreation, play and learning activities, planning and supervision; child abuse and neglect prevention; parent-child relationships; and applicable legal and administrative requirements.
- 20.0202 Child Care Provider/Assistant.** An instructional program that prepares individuals to be primary providers of home-, family-, residential- or institutional-based child care services. Includes instruction in planning, organizing and conducting meaningful play and learning activities; child monitoring and supervision; record-keeping; and referral procedures.
- 20.0203 Child Care Services Manager.** An instructional program that prepares individuals to develop and manage effective child care programs and facilities. Includes instruction in the management of financial operations; selecting and developing facilities; selecting staff and staffing patterns; providing for staff development opportunities; developing a total program for children; and working with parents, community organizations and others concerned with children.
- 20.0299 Child Care and Guidance Workers and Managers, Other.** Any instructional program in child care and guidance management and services not previously described.
- 20.0301 Clothing, Apparel, and Textile Workers and Managers, General.** A group of instructional programs that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel and textiles management, production, and services. Includes construction, fabric and fabric care, pattern design, principles in clothing construction and selection, fitting and alterations of ready-to-wear garments, custom tailoring, clothing maintenance, textiles testing, etc.
- 20.0303 Commercial Garment and Apparel Worker.** An instructional program that prepares individuals to construct ready-to-wear garments and apparel. Includes instruction in developing and preparing patterns for standardized sizes, selecting appropriate fabric, cutting of fabric with commercial cutting equipment, stitching fabric on commercial power sewing equipment, applying finishes and notions to garments and apparel, and pressing and packing garments or apparel.
- 20.0305 Custom Tailor.** An instructional program that prepares individuals to design, construct, alter and repair men's, women's and children's garments and apparel. Includes instruction in tailoring design, fabric selection, customizing to customer specifications; taking measurements and fitting; preparing patterns; cutting, sewing,

altering, refitting and adjusting; operation of hand and power equipment; and pressing and smoothing seams.

- 20.0306 Fashion/Fabric Consultant.** An instructional program that prepares individuals to assist in apparel and fashion selection, style coordination, customer sales and consulting, fabric selection, clothing specifications and contract buying activities. Includes instruction in supplying regular clothing needs or acting as a consultant for special events such as weddings.
- 20.0399 Clothing, Apparel, and Textile Workers and Managers, Other.** Any instructional program in clothing, apparel, and textiles management, production and services not previously described.
- 20.0401 Institutional Food Workers and Administrators.** An instructional program that generally prepares individuals in managerial, production and service skills used in governmental, commercial or independently owned institutional food establishments and related food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and serving food and food products; basic nutrition, sanitation and food safety; the use and care of commercial equipment; serving techniques; and the operation of institutional food establishments.
- 20.0404 Dietician Assistant.** An instructional program that prepares individuals to assist registered dieticians in planning, preparing and serving meals to individuals with specific dietary needs. Includes instruction in equipment use, food preparation, diet regulations, food handling, safety and sanitary standards and administrative techniques and procedures.
- 20.0405 Food Catering.** An instructional program that prepares individuals to book, plan and manage the preparation of food and services for special occasions. Includes instruction in arranging for equipment, decorations, entertainment, and transportation of food and equipment to the site of the event.
- 20.0409 Institutional Food Services Administrator.** An instructional program that prepares individuals to manage and supervise institutional food service operations, including school food services and other government-regulated food service operations. Includes instruction in management, purchasing and storage, food preparation, staff supervision, diet and menu planning, and sanitation and safety.
- 20.0499 Institutional Food Workers and Administration.** An instructional program in institutional food preparation, administration and related services not previously described.
- 20.0501 Home Furnishings and Equipment Installers and Consultants.** An instructional program that generally prepares individuals to assist in the entire spectrum of home furnishings and decorations. Includes instruction in selecting, purchasing, designing and decorating; home furnishings and equipment; floral design; accessory construction; textiles and upholstery.

- 20.0502 Window Treatment Maker and Installer.** An instructional program that prepares individuals to design, construct and/or install custom window treatments in residential and commercial facilities. Includes instruction in selecting textiles, fabrics and finishes; selecting appropriate types of window treatments; and constructing and installing these treatments.
- 20.0599 Home Furnishings and Equipment Installers and Consultants, Other.** Any instructional program in home furnishings and equipment management, production and services not previously described.
- 20.0601 Custodial, Housekeeping, and Home Services Workers and Managers, General.** An instructional program that generally prepares individuals for occupations relating to commercial housekeeping and cleaning operations; also, for providing housekeeping services to paying clients and to homebound individuals.
- 20.0602 Elder Care Provider/Companion.** An instructional program that prepares individuals to assist elderly individuals in managing their personal and social needs, as well as their business affairs, to assist the elderly in the maintenance of independent living arrangements and to promote the well-being of the elderly.
- 20.0699 Custodial, Housekeeping, and Home Services Workers and Manager, Other.** Any instructional program in institutional, home management and supporting programs not previously described.
- 20.999 Occupational Family and Consumer Sciences Education, Other.** Any instructional program in occupational family and consumer sciences not previously described.



OCCUPATIONAL COURSE COMPETENCIES

Child Care Worker

20.0202 Child Care Provider/Assistant

A. Providing a Safe Environment

1. Use safe and legal transportation procedures
2. Check and maintain equipment
3. Use emergency first aid
4. Provide and maintain safety indoors and outdoors
5. Give CPR
6. Arrange physical space and equipment to ensure safety
7. Handle emergency situations

B. Providing a Healthy Environment

1. Meet health requirements (child care worker)
2. Plan and prepare nutritious meals and snacks
3. Assess child's health status
4. Provide and maintain sanitary conditions

C. Creating a Learning Environment

1. Select appropriate materials and equipment
2. Select developmentally appropriate activities
3. Plan activities to include all curriculum areas
4. Use a variety of teaching techniques (i.e., transition)
5. Plan and arrange learning centers allowing for child's exploration and self-discovery
6. Evaluate and adapt learning activities
7. Establish a balanced daily schedule
8. Plan for individual and group needs

D. Promoting Physical Development

1. Arrange and encourage large motor skills
2. Arrange and encourage small motor skills
3. Plan for indoor and outdoor developmentally appropriate activities
4. Assess child's physical development
5. Interact appropriately with child's physical activities
6. Provide opportunities for sensory experiences

E. Facilitating Cognitive Development

1. Plan and guide developmentally appropriate language experiences
2. Guide the child in problem solving and decision making
3. Offer opportunities for emerging literacy
4. Join child's activities
5. Plan and guide developmentally appropriate pre-math activities
6. Plan and guide developmentally appropriate science and nature activities
7. Assess child's cognitive development

F. Communicating Effectively (child care worker)

1. Use appropriate oral communication
2. Listen actively
3. Select a method of communication
4. Recognize and use appropriate nonverbal communication

5. Use written communication

6. Model appropriate communication skills

G. Encouraging Creativity

1. Emphasize process-oriented, not product-oriented, activities
2. Provide unstructured materials that encourage self-expression
3. Provide opportunities for dramatic play
4. Guide child in creative art activities
5. Provide activities for self-expression through music and dance

H. Developing Social Skills

1. Encourage cooperation in play
2. Identify the levels of play
3. Assess child's level of social development
4. Help child to learn to respect the rights and property of others
5. Assist child to acquire self-help skills
6. Model appropriate social skills
7. Help child learn to express and to control emotions

I. Enhancing Self-concepts

1. Address child by name
2. Interact with child as an individual and in group settings
3. Provide opportunities for success
4. Identify behaviors which reflect negative and positive self-concepts
5. Accept individual differences of child and family
6. Use positive language (i.e., avoid negative comments)
7. Demonstrate positive attitudes and behaviors

J. Providing Guidance

1. Set and communicate limits for acceptable behavior
2. Direct and guide acceptable behavior
3. Redirect inappropriate behavior
4. Communicate effectively
5. Demonstrate consistency
6. Use appropriate consequences for inappropriate behavior
7. Use positive reinforcement

K. Relating to Families

1. Provide parent education
2. Cooperate with parents
3. Recognize diverse family structures
4. Involve parents in program
5. Establish rapport with family
6. Identify family's role as primary educator
7. Recognize various multi-cultural differences
8. Maintain confidentiality about child and family

L. Maintaining the Program

1. Recognize roles within the program
2. Support other staff members
3. Keep records
4. Comply with licensing regulations
5. Comply with philosophy and personnel/program policies
6. Make and obtain materials
7. Determine cost of activities
8. Write objectives/goals for activities
9. Observe and record child's behavior
10. Locate community resources

M. Displaying Professionalism

1. Report suspected child abuse/neglect
2. Provide a positive role model for child, parent(s), co-worker(s)
3. Demonstrate energy, enthusiasm and stamina
4. Show initiative
5. Display good work habits

6. Use problem-solving skills
7. Separate personal and professional life
8. Accept constructive criticism
9. Show interest in professional growth
10. Recognize standards of voluntary accreditation of child-care programs

N. Recognizing Special Needs

1. Implement individualized care plan for a child with special needs
2. Adjust menus to meet special needs
3. Adapt materials, equipment and space

O. Developing Leadership Through FHA/HERO

1. Define leadership
2. Identify leadership qualities and skills
3. Demonstrate leadership qualities and skills

Industrial Sewing
20.0303 Commercial Garment and Apparel Worker

A. Operating Lockstitch Machines

1. Identify basic machine parts
2. Utilize appropriate sitting positions
3. Use kneelifts
4. Thread machines
5. Change threads
6. Wind bobbins
7. Change bobbins
8. Change needles
9. Control treadles
10. Regulate speeds
11. Clean and oil machines
12. Manipulate fabrics
13. Chain off stitches
14. Backstay stitches
15. Use appropriate attachments
16. Adjust stitch lengths
17. Rip out seams
18. Identify and report machine malfunctions
19. Utilize safety practices
20. Keep work areas clear
21. Maintain quality standards
22. Maintain speed, quality and quotas under pressure
23. Meet time standards
24. Report poor workmanship

B. Operating Sergers and Chainstitch Machines

1. Identify basic machine parts
2. Utilize appropriate sitting positions
3. Use footlifts
4. Thread machines
5. Change threads
6. Change needles
7. Control treadles
8. Regulate speeds
9. Clean machines
10. Manipulate fabrics
11. Operate fabric pullers
12. Keep knives clean
13. Keep chute areas clear
14. Chain off stitches
15. Use appropriate attachments
16. Rip out seams
17. Identify and report machine malfunctions
18. Utilize safety practices
19. Keep work areas clear
20. Maintain quality standards
21. Maintain speed, quality and quotas under pressure
22. Meet time standards
23. Report poor workmanship

C. Operating Blind Stitchers

1. Identify basic machine parts
2. Utilize appropriate sitting positions
3. Thread machines
4. Change threads
5. Change needles
6. Control treadles
7. Regulate speeds
8. Use kneelifts

9. Manipulate fabrics
10. Regulate tensions
11. Adjust bight
12. Rip out seams
13. Clean machines
14. Identify and report machine malfunctions
15. Utilize safety practices
16. Keep work areas clear
17. Maintain quality standards
18. Maintain speed, quality and quotas under pressure
19. Meet time standards
20. Report poor workmanship

D. Operating Automatic Machines

1. Identify basic machine parts
2. Utilize appropriate sitting positions
3. Thread machines
4. Change threads
5. Use bobbin assemblies
6. Change needles
7. Use footlifts
8. Position fabrics
9. Start machine cycles
10. Follow cycle patterns
11. Remove fabrics
12. Rip out stitches
13. Identify and report machine malfunctions
14. Clean and oil machines
15. Utilize safety practices
16. Keep work areas clear
17. Maintain quality standards
18. Maintain speed, quality and quotas under pressure
19. Meet time standards
20. Report poor workmanship

E. Working with Materials

1. Identify grain lines
2. Recognize selvages
3. Identify right side of fabrics
4. Identify naps
5. Recognize fabric flaws
6. Recognize alignment marks
7. Recognize color shades
8. Match fabric patterns/weaves
9. Select proper threads
10. Sew different types of fabrics
11. Recognize when to change needles
12. Correct errors

F. Working with Tools

1. Apply basic math principles
2. Use seam gauges
3. Use measuring devices (e.g., ruler, tape)
4. Use nippers
5. Use scissors
6. Use seam rippers
7. Use screwdrivers
8. Use tweezers
9. Use special machine tools
10. Use cleaning tools

11. Use hand needles
12. Select appropriate tools
13. Utilize safety practices

G. Assembling Parts

1. Sew straight line
2. Sew corners
3. Sew curves
4. Control quick starts
5. Control quick stops
6. Recognize seam allowances
7. Match alignment marks
8. Sew bight seams
9. Sew lap seams
10. Sew felled seams
11. Topstitch fabrics
12. Sew rolled hems
13. Sew fabrics on a bias
14. Ease materials
15. Sew multiple layers
16. Insert parts into seams
17. Install zippers

18. Sew different weights of materials together
19. Follow directions
20. Organize work areas
21. Pick up, position, sew and dispose fabrics
22. Maintain quality standards
23. Maintain speed, quality and quotas under pressure
24. Meet time standards
25. Report poor workmanship

H. Operating Within Business Structures

1. Adhere to company policies and procedures
2. Adhere to company policies on machine maintenance
3. Operate on piecework basic (i.e., with varying rates and stresses)
4. Complete company forms
5. Use industry terminologies
6. Use time clock
7. Operate with scheduling deadlines
8. Operate with quota deadlines

Custom Sewing
20.0305 Custom Tailor

A. Using Fabrics and Textiles

1. Identify unknown fibers
2. Use textile labels to make fabric comparisons
3. Rate dye methods on fabrics for penetration and effectiveness
4. Rate quality characteristics of fabrics
5. Coordinate patterns with fabrics
6. Work with napped fabrics
7. Work with interlock (double) knits
8. Work with even and uneven plaids
9. Straighten fabric grain
10. Pretreat fabric, notions, and trims
11. Lay out and cut pattern pieces correctly for the type of fabric used

B. Taking Measurements

1. Prepare customer for measurement
2. Chart woman's measurements
3. Chart man's measurements
4. Measure windows for drapery construction
5. Measure bed for bedspread construction/dust ruffle construction

C. Altering Ready-Made Products or Pattern Design

1. Add/eliminate seam
2. Add/eliminate cuffs (sleeve and pants)
3. Change collar and/or lapels
4. Shorten/lengthen collar
5. Add/eliminate yoke
6. Remove pleats
7. Add/remove flare (pants and skirt)
8. Change darts (location and curve)
9. Change location of fasteners (e.g., buttons, buttonholes, zippers)
10. Change/substitute types of fasteners
11. Change pocket (inseam, hip, welt)
12. Make insets (alter width, length)
13. Make facing pattern
14. Make lining patterns
15. Adjust waists
16. Adjust widths of garments or products
17. Adjust lengths of garments or products
18. Shorten sleeves
19. Reweave hole in garment/product

D. Adjusting the Home Sewing Machine

1. Adjust lower thread tension
2. Adjust presser foot pressure
3. Adjust upper thread tension
4. Clean machine
5. Clear bobbin hood race
6. Replace needle

E. Adjusting the Home Overlock Machine

1. Thread the overlock machine
2. Adjust tensions
4. Clean machine
5. Replace needles

F. Demonstrating Construction Techniques

1. Transfer pattern markings
2. Attach underlining/interlining
3. Attach lining
4. Hem garment/product
5. Apply interfacing (fusible and nonfusible)
6. Staystitch garment/product pieces
7. Apply stay strip
8. Construct dart
9. Construct seam
10. Ease/gather fullness into seam
11. Construct a patch pocket
12. Apply top stitching
13. Construct an inseam pocket
14. Construct a welt pocket
15. Construct a front hip pocket
16. Perform understitching
17. Construct collar
18. Construct facing
19. Construct jacket collar and lapels
20. Construct shirt tab (neckline placket)
21. Attach sleeve placket
22. Construct sleeve cuff
23. Construct set-in sleeve
24. Construct kimono sleeve
25. Construct gusset
26. Construct raglan sleeve
27. Construct pants cuffs
28. Construct pleats
29. Construct tuck
30. Construct ruffle
31. Construct waistband
32. Construct belt loops/carriers
33. Construct casing (fold-down and applied)
34. Construct lingerie strap guard
35. Miter corner
36. Baste garment/product together for fitting
37. Fit garment/product
38. Remove spots and stains
39. Press completed garment/product
40. Construct draperies
42. Construct bedspread (tailored and with bed ruffle)

G. Applying Fasteners

1. Attach buttons (sew-through and shank)
2. Construct buttonholes and loops
3. Attach eyelets
4. Attach snaps (sew-through and gripper)
5. Attach hook and eye
6. Attach tape fasteners (i.e., Velcro, snaps, hook and eye, etc.)
7. Construct belt
8. Insert zippers

H. Applying Trims and Finishes

1. Apply applique
2. Apply braids
3. Apply cording/piping
4. Apply decorative stitches (by machine and by hand)
5. Apply lace

6. Apply lettuce (ripple) edging
7. Apply sequins
8. Apply beading
9. Smock pieces
10. Construct continuous bias strip
11. Construct cording
12. Construct piping
13. Construct tubing

I. Altering Flat Patterns

1. Adjust pattern for neckline differences
2. Adjust pattern for shoulder differences
3. Adjust pattern for arm differences
4. Adjust pattern for chest/bust differences
5. Adjust pattern for back differences
6. Adjust pattern for waist differences
7. Adjust pattern for abdomen differences
8. Adjust pattern for hip/buttock differences
9. Adjust pattern for thigh differences
10. Adjust pattern for crotch differences
11. Adjust pattern for leg length differences
12. Lengthen/shorten pattern
13. Increase/decrease width of pattern
14. True pattern seamlines after adjustment

Fashion Merchandising

20.0306 Fashion / Fabric Consultant

A. Demonstrating Productive Sales Attitudes

1. Create an effective buying climate on customer motivation
2. Characterize sales attitudes
3. Display responsible attitudes toward customer and employer
4. Evaluate job performance

B. Demonstrating Selling Techniques

1. Acknowledge and approach customers
2. Recognize when customers prefer to examine merchandise with or without assistance
3. Work with more than one customer simultaneously
4. Open the sale
5. Observe/question customer to determine preferences/problems
6. Identify customer buying signals
7. Obtain agreement with customer
8. Inform customers of merchandise location in the store
9. Respond to customer complaints
10. "Trade up" when the opportunity arises
11. Avoid misrepresentations of products, services, etc.
12. Overcome objections to an item
13. Use suggestive selling techniques
14. Promote merchandise by getting customer to try it on
15. Translate ticket information into selling points
16. Suggest use of special services such as charge, alterations and lay-away
17. Encourage repeat business
18. Process lay-aways
19. Wrap merchandise for customers
20. Handle sales and mark and tag clothing for alterations
21. Make refunds or exchanges on returned merchandise
22. Write gift certificates and special orders
23. Maintain card file of customers
24. Make minor repairs to merchandise
25. Gift wrap merchandise
26. Explain store policies to customers
27. Maintain customer satisfaction by follow-up contacts
28. Sell to customers in a self-service store while performing regular stockkeeping duties
29. Contact customers who have merchandise on "hold"
30. Handle customer merchandise approvals

C. Demonstrating Knowledge of Product and Customer Services

1. Demonstrate knowledge of fashion history
2. Demonstrate knowledge of fashion designers
3. Use descriptive terms suitable to the merchandise or service
4. Inform customers of the use of products
5. Inform customers of the various sizes and colors available
6. Inform customers of various styles
7. Compare price and price line for customers
8. Inform customers of trade names

9. Inform customers of care for apparel and accessory items
10. Inform customers of construction of items
11. Inform customers of substitute merchandise
12. Suggest related items, accessory items, etc.
13. Inform customers of merchandise guarantees or directions
14. Acquaint customers with new styles and trends
15. Utilize comparison shopping techniques
16. Utilize principles and elements of design
17. Demonstrate knowledge of selection, use and care of textiles

D. Performing Stock/Floor Maintenance

1. Participate in stock counts and controls such as retail price charges, transfers, etc.
2. Participate in physical inventory
3. Match merchandise tickets to the items
4. Describe stock handling guidelines
5. Perform general housekeeping activities
6. Button, zip, tie, snap, hang and straighten merchandise
7. Replace merchandise sold from "selling" displays

E. Demonstrating Display Techniques

1. Describe color schemes for displays
2. Describe display themes relating to the mood/season of the merchandise
3. Describe store policy regarding displays
4. Describe the relationship of displays to storewide promotion, special events, and/or advertising
5. Select/prepare/accessorize merchandise on display
6. Maintain inventory control for merchandise on display
7. Select and use lighting for displays
8. Daily clean, repair merchandise, props and tools used in displays
9. Apply art elements and principles to display
10. Obtain or construct props usable in display situations
11. Identify props usable in display situations
12. Demonstrate arrangement techniques used in display
13. Dress a mannequin
14. Identify and prevent security and safety problems in display
15. Print signs hand/commercial
16. Write sign copy
17. Place signs in displays and on the selling floor

F. Originating Advertising and Special Events

1. Identify advertising approach relative to store image and policies
2. Determine target market for ads and special events
3. Establish objectives for ads and special events
4. Identify long-range schedule for ads and special events
5. Determine advertising costs
6. Select, design, and proof promotional materials
7. Establish guidelines, plan and present fashion show
8. Identify and evaluate merchandise to be advertised

9. Determine promotion scheduling
10. Demonstrate modeling techniques

G. Displaying a Knowledge of Buying and Pricing Principles as Related to Entrepreneurship

1. Plan for a balanced and complete inventory
2. Obtain market, merchandising, product and consumer information before buying
3. Analyze economic forecast indicators such as local employment conditions, inflation, union strikes, etc.
4. Determine inventory on hand
5. Estimate customer demand
6. Determine maximum and minimum quantities for basic stock
7. Participate in planned buying trips
8. Establish and respond to "want slip" system
9. Select suppliers for apparel and accessory items
10. Complete ordering procedures
11. Follow up on completions and delivery of orders
12. Forecast and place merchandise reorders
13. Prepare and implement seasonal merchandise plan
14. Maintain total merchandise plan
15. Analyze returned merchandise and customer-related complaints
16. Establish pricing policies
17. Establish the markup for each item to determine price based on desired markup
18. Determine the percentage of markdown and the timing of price reductions
19. Supervise marking/changing of prices on merchandise
20. Supervise the operation of ticketing machine, stampers, etc.
21. Use markdowns, special sales and sales force incentives to stimulate sales
22. Establish an inventory control system
23. Conduct periodic stock counts for reordering of stock and for annual inventory
24. Maintain inventory control records
25. Analyze and report inventory records to detect stock shortages and overages
26. Select merchandise to be put on sale
27. Determine/obtain the amount of merchandise needed to support promotion
28. Analyze competitors' promotional activities and prices
29. Aid fashion coordinator to display and present merchandise

Food Service Worker
20.0401 Institutional Food Workers and Administrators

A. Orientation

1. Identify career opportunities
2. Recognize menu trends in the food service industry
3. Identify major concerns of the industry
4. Identify career ladder
5. Practice people skills
6. Practice personal grooming
7. Practice job-seeking skills

B. Identifying Food Service Economics

1. Recognize overhead costs
2. Recognize labor costs
3. Recognize food costs
4. Recognize profit/loss
5. Recognize impact of marketing and promotion

C. Practicing Sanitation

1. Practice personal hygiene
2. Comply with local health codes
3. Maintain clean facilities
4. Practice safe food handling techniques
5. Practice safe food serving techniques
6. Practice safe food storage techniques
7. Control insects and pets

D. Demonstrating Safety

1. Identify hazards
2. Recognize food service regulations
3. Use cutting utensils and equipment safely
4. Use correct body mechanics
5. Use, clean and maintain vents and exhaust equipment
6. Use and properly store hazardous products
7. Respond to emergencies
8. Safeguard customers
9. Use fire extinguishers
10. Use first aid
11. Perform Heimlich Maneuver
12. Use CPR

E. Identifying, Operating, Caring for and Maintaining Equipment

1. Use and clean coffee equipment
2. Operate and clean can openers
3. Use and clean beverage machines
4. Use and calibrate thermometers
5. Use and clean ovens
6. Use and clean food contact surfaces
7. Use and clean fryers
8. Use and clean mixers and attachments
9. Use and clean food processors
10. Operate and clean holding equipment
11. Use and clean refrigeration and freezing equipment
12. Use and clean soft-serve/dairy equipment
13. Operate proof box

14. Operate and clean dishwashing equipment
15. Operate and calibrate scales
16. Use and clean ice-making equipment
17. Use, select, clean and store cook table and small wares
18. Use and clean slicers
19. Use and clean toasters
20. Use and clean steam equipment
21. Use and clean garbage disposals
22. Identify, select, use and maintain knives
23. Develop preventive maintenance program

F. Identifying Nutrition Basics

1. Identify food groups (items)
2. Identify meal patterns
3. Plan nutritious menus
4. Conserve nutrients in food preparation

G. Preparing and Storing Foods

1. Interpret recipes
2. Identify preparation methods
3. Prepare appetizers
4. Prepare sandwiches
5. Prepare beverages
6. Prepare convenience products
7. Prepare starch (farinaceous) products
8. Use seasonings appropriately
9. Prepare vegetables
10. Prepare fruits
11. Prepare beef and veal
12. Prepare pork
13. Prepare bakery products
14. Identify, select and use cheeses/cheese products
15. Prepare egg products
16. Prepare lamb
17. Prepare salads and salad dressings
18. Prepare soup, sauces and stocks
19. Prepare poultry
20. Prepare seafood
21. Prepare desserts
22. Utilize leftovers
23. Garnish/display foods
24. Synchronize food preparation times

H. Performing Front-of-the-House Duties

1. Perform host duties
2. Perform server duties
3. Perform bussing duties
4. Perform financial transactions

I. Developing Leadership Through FHA/HERO

1. Define leadership
2. Identify leadership qualities and skills
3. Demonstrate leadership qualities and skills



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1995

Competency-Based Scope and Sequence for Vocational Family and Consumer Sciences Education Programs in Missouri

This revision of the *Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri*, 1987, was completed during the 1994-95 academic year. This process included the revision of competencies for six courses in the family and consumer sciences education curriculum by three state advisory committees comprised of family and consumer sciences teachers and content specialists. Once revised, competencies for all courses were validated by groups of family and consumer sciences teachers from across the state. Document revisions to reflect current changes in the profession also were made with input from numerous family and consumer sciences and vocational education professionals.

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1987
***Competency-Based Scope and Sequence
for Vocational Home Economics Programs in Missouri***

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FINAL REPORT

**Crosswalk Competency-Based
Scope & Sequence for
Vocational Family & Consumer
Sciences Program in Missouri,
Revised 1995 to Existing
Curriculum Guides**

Project No. 96-133-110-6

JUNE 30, 1996

FINAL REPORT

**Crosswalk Competency-Based Scope and Sequence
for Vocational Family and Consumer Sciences
Program in Missouri, Revised 1995
to Existing Curriculum Guides**

(RFP 96-133-110-6)

Harley Schlichting, Project Director
University of Missouri-Columbia
Columbia, MO 65211

June 30, 1996

Missouri Department of Elementary and Secondary Education
Vocational Planning and Evaluation Unit
Jefferson City, MO 65102

ABSTRACT

Title: Crosswalk Competency-Based Scope and Sequence for Vocational Family and Consumer Sciences Program in Missouri, Revised 1995 to Existing Curriculum Guides (RFP 96-133-110-6)

Principal Investigator: Harley Schlichting, Director, Instructional Materials Laboratory

Institution: University of Missouri-Columbia

Location: Columbia, MO 65211

Phone: 314/882-2884

Starting/Ending Dates: July 1, 1995, June 30, 1996

Objectives of the Project

To develop a crosswalk between the Competency-Based Scope and Sequence for Vocational Family and Consumer Sciences Program in Missouri, revised in 1995, and existing curriculum guides, and to provide and inservice on the use of the scope and sequence for teachers of vocational consumer and homemaking programs.

A Brief Description of the Project

The six required semester courses for a Type B program, as well as the corresponding duties and tasks for the Competency-Based Scope and Sequence for Vocational Family and Consumer Sciences Program in Missouri was revised in 1995. These were disseminated by mail to the school districts in the state. The identification of curriculum resources and accompanying inservice in the use of the scope and sequence will help teachers implement these competencies in the classroom.

Final Product (Deliverables):

The number of copies prescribed in the Request for Proposals for each curriculum module will accompany this report to the Division of Vocational and Adult Education, Vocational Planning and Evaluation Section, by the scheduled completion date.

Impact Statement

Materials developed as a result of this project will be used by vocational educators in nearly 400 Missouri school districts, thus reaching thousands of vocational students throughout the state.

OBJECTIVES

Family and Consumer Sciences - Crosswalk and Inservice for Revised Scope and Sequence

The first general objective of this proposal was to crosswalk revised competencies for six semester courses in Family and Consumer Sciences against existing curriculum guides. Secondly, these crosswalks would be distributed and explained to teachers via five regional inservice sessions. Successful completion of these general objectives depended upon the completion of the following specific objectives, which were done in cooperation with Family and Consumer Sciences Education staff, DESE:

1. Assign a coordinator for the project.
2. Identify recent (1992-1995) curriculum guides from other states to be crosswalked to competencies in the revised scope and sequence.
3. Organize three 10-member advisory committees, each consisting of:
 - a. Eight Family and Consumer Sciences teachers from secondary programs
 - b. Two Family and Consumer Sciences Education staff members, DESE
4. Conduct three (3) two-day meetings.
 - a. Before the meeting, crosswalk SCANS competencies and Academic Performance Standards to revised competencies.
 - b. Crosswalk revised competencies to existing curriculum guides.
 - c. Validate SCANS and Academic Performance Standards crosswalk.
5. Provide crosswalk to DESE for sign-off. Make minor revisions, as needed.
6. Deliver 650 copies of the crosswalk to the Family and Consumer Sciences Education Section, DESE, for dissemination.
7. In cooperation with DESE staff, plan five inservice sessions located geographically throughout the state. Each session will last 4-5 hours. Gather input/representation from states which developed the curriculum guides.
 - a. Distribute crosswalks.
 - b. Provide availability information about guides used in crosswalks.
 - c. Explain format of various curriculum guides.
8. Mail out any remaining crosswalks.
9. Deliver four copies of the crosswalk to the Vocational Planning and Evaluation Section, Division of Vocational and Adult Education, no later than June 30, 1996.

POPULATION AND SAMPLE

Our cost-recovery materials are developed for all areas of vocational education for use by secondary schools, vocational-technical schools, junior colleges, and other institutions of higher and special education. Our field testing and advisory committee assistance is drawn from the personnel involved in these educational institutions and industry representatives.

CONCLUSIONS AND RECOMMENDATIONS

After the vocational educational curriculum priorities were determined, curriculum materials were developed under the direction of selected PAVTE faculty members and DESE personnel with the assistance of IML staff. Committees of local teachers, administrators, and business and industry representatives from the state were involved in setting curriculum development priorities and in identifying content for the curriculum resources developed. All of the guides in this report have undergone this developmental process.

DISCLAIMER

The following disclaimer was shown on all curriculum disseminated as a result of this project:

"The activity which is the subject of this report was supported in whole or in part of funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessary reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred."